
DECENTRALIZATION OF TEACHERS' RECRUITMENT AND PROMOTION OF TEACHERS; PREDICTOR OF SERVICE DELIVERY AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN WESTLANDS SUBCOUNTY KENYA

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ABSTRACT

The purpose of the study was to investigate influence of decentralization of Teachers Service Commission functions on service delivery among public secondary school teachers in Westlands Sub-County, Kenya. The study was guided by the following objectives: To establish the influence of decentralization of teachers' recruitment and to determine the influence of decentralization of promotion of teachers on service delivery in public secondary schools in Westlands Sub County, Kenya. The study was guided by functionalist perspectives theory. The study adopted a descriptive survey design. The sample consisted of one Teachers Service Commission Sub County Director of Education, 13 principals and 60 teachers. Data were collected by use of interview guide and questionnaires. Data were analyzed by use of descriptive statistics which included frequencies, percentages and means. The study established that secondary school teachers in Westlands Sub County, Kenya found that decentralization of teachers' recruitment was based on the year of graduation and age rather than on competence. The study also found out that the promotion of teachers had improved teachers' delivery of service and motivated teachers to be readily available to assist the students. The study concluded that decentralization of teacher recruitment increases transparency in the recruitment exercise. It also concluded that decentralization of promotion of teachers increases teachers' morale, and hence more teachers dedicate their time to students.

The study recommended the recruitment panels at the county level should consider the time when the teachers graduated and the grade strength and that decentralized promotion of teachers should be above board all the time. This is to create a balance between social media and academic activities of students to avoid setbacks in the academic performance of the students.

Keywords: : Decentralization, Teachers' recruitment and promotion; Service delivery.

INTRODUCTION

Decentralization has become a popular way of reforming educational management. Many countries with different characteristics have decided to take the path of decentralization in a number of areas, including education (Barasa, 2014). Policymakers have long viewed decentralization as a tool for improving service delivery; however, as governments across the world have implemented decentralization reforms in the past few decades, its promised effects have often not materialized (Sow, 2015). As postulated by Momanyi (2011) some scholars have mentioned that many functions that are currently the responsibility of central ministries or agencies are performed poorly because of the difficulty of extending central services to local communities. In order to improve education, policy makers have recommended and implemented reforms that shift educational management from centralization to decentralization (Ojwan'g, 2016) with the aim of improving efficiency

in service delivery and governance of education (Salinas, 2015).

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

Sanga and Kasubi (2014) found out that restructuring teacher placement helped develop a sense of ownership of the school among the Boards of Management who sought to protect and shield the principal from external pressures. Decentralizing teacher placement also leads to an empowerment of teachers, parents, and others in the education community while improving efficiency and effectiveness of school reform (Kasturiarachchi, 2019). Gori (2014) supported this argument by stating that decentralization promoted efficiency. Wanzala (2020) also found out that decentralization reduces the workload of the Teachers Service Commission based at the headquarters, thereby satisfying the staffing needs of the schools. According to Gaynor (1998), countries where the placement of teachers is political, teachers have lobbied for a return to centralized control of their recruitment.

In the recent past all over the world, there has been a lot of interest in decentralization of government functions all over the world and Kenya has not been left behind as a way of enhancing efficiency and effectiveness and taking governance to the people.

Despite decentralization of education functions through delegation and de-concentration of functions, there are still concerns of ineffectiveness in service delivery especially at the local level (Obuya, 2013). The promulgation of the Kenyan constitution in 2010 enabled the central government to cede some of its powers and responsibilities to the county levels (Moraa, 2017).

Teachers Service Commission (TSC) one of the constitutional Commissions created under the Constitution of Kenya, 2010. Under this constitutional framework, the Commission should decentralize its functions and services from its headquarters to counties with a view to enhancing access to services by citizens. According to Teacher Service Commission (2015) policy document Teachers Service Commission functions that were decentralized include recruitment and promotion of teachers, teachers discipline and maintenance of teaching standard.

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

provide prompt service (Kiptum, 2018) . Decentralization of education sectors in different countries indicated that sometime expectations of the reform are usually unmet. It is based on this background that there is a need to determine whether decentralization of the Teachers Service Commission function has improved service delivery among secondary schools. Some of the indicators of service delivery are the time teachers spend teaching, students' academic performance, school absence, classroom absence rate and education infrastructure (Bold et al., 2011).

STATEMENT OF PROBLEM

Decentralization of the education sector is an innovative reform that gained popularity in the 1990s. Kenya is one of the countries that have embraced decentralization of her education sector. Teachers Service Commission is the body that has been mandated to employ teachers and deals with implementation of education curriculum. The commission has decentralized several of its functions to be conducted at the county levels and others in the school under the board of management. The main reason of decentralization was to improve service delivery so as to improve students' achievement and successfully implement national education curriculum.(Gori, 2014)

However, despite Teachers Service Commission effort to decentralize its functions some of the expectations of the result are yet to be realized. In Westlands Sub County educational standards have been claimed to be declining by education stakeholders due to poor teachers' service delivery.

Some of the indicators of declining teachers' service delivery include students' indiscipline, drug abuse, exam irregularities, poor infrastructure and poor result being

posted by some schools in the region (Kimanthi, 2014).

One study conducted by Ekabu, Kalai and Nyagah (2018) revealed that teachers' motivation in secondary schools in Kenya was low due to poor working conditions, overstaying in same job group without promotion, overworking of teachers due to low staff number and low levels of commitment to their jobs leading to high turnover intentions.

The main reason for decentralization of Teachers Service Commission function was to improve efficiency of services provided by teachers and improve education standard (Ojwan'g, 2016). The issues discussed above that have been happening in Westlands Sub County are not supposed to occur; because it is expected decentralization of Teachers Service Commission functions has empowered Sub County Education officials to promote teachers, recruit teachers, discipline teachers and maintain teacher's standard so that they can deliver their services effectively.

It is based on such cases that prompted the researcher to investigate influence of decentralization of Teachers Service Commission functions on service delivery, because very little has been done on decentralization in Westlands Sub County.

PURPOSE OF THE STUDY

The purpose of this study was to investigate influence decentralization of teachers' recruitment and promotion of teachers as a predictor of service delivery among public secondary school teachers in Kenya.

OBJECTIVES OF THE STUDY

i) To establish the influence of decentralization of teachers' recruitment on service delivery in public secondary school in Westlands

ii) To determine the influence of decentralization of promotion of teachers on service delivery on public secondary schools in Westlands Sub County, Kenya.

LITERATURE REVIEW

The related literature was reviewed focusing on the concept of service delivery of teachers, teachers' recruitment and promotion of teachers. Every education institution should always be examining how they are offering their services in order to commit themselves to constant The following research questions were raised improvements in terms of service delivery. Provision of quality services today is the most important aspect that enables any organization or institutions to create differentiation and gain competitive advantage in this era of borderless world and globalization (Ismail, Yunan, & Sufardi, 2016).

There is no consensus on the appropriate definition of service delivery. One definition echoed by Zeithaml as quoted by Westhuizen (2014) define it as the perceived rating of services received by the customer compared to what he or she expected.

Parasuraman et al. (2015) defines service delivery as the measure of how well the service level has been achieved or matches customer expectations. While Tait and De Jager (2016) tried to link service delivery in education context by defining it as the experiences of a students based on the assessment of all the critical components of the education system, including inputs as well as outputs.

Today service delivery in education is being driven by outcomes assessment, which requires measuring the desired result of a particular instructional or education effort that is more strongly directed to the learning process. Other service delivery outcomes include the assessment of quality in teaching and learning and measuring the quality of the total student experience (Westhuizen, 2014). To provide effective service quality Ismail et al. (2016) outlines five dimensions it should have.

The first dimension are the tangibles, which include the physical facilities, equipment and the appearance of the workers. In the secondary schools it include availability of study materials, how helpful teachers are to the students and convenience of operating hours.

The second is reliability, which is ability to perform the promised service dependably and accurately. The teachers should be academically competent and available during the working hours in order to handle any enquiries and teach in a satisfactory way.

The third is responsiveness where the staff are willing to help students and provide prompt service. The staff should also be able to deal with enquiries rapidly and mark assignment and exams script on time. The fourth is accessibility or assurance of access to service and approachability. Teachers should be readily available when students need them and should have ability to inspire trust and confidence. The fifth is empathy which is caring, individualized attention the organization provides to its customers. In secondary school it include compassion and individual attention to students needs. The teachers should care for students, be patient to them, pay individual attention and be willing to assist them.

The school exist primarily to inculcate desirable knowledge and behaviour to the students, therefore, anything that will enhance effective teaching and learning is of great importance(Mwikaria, Chepkonga & Gori, 2019). Quality service delivery is one of the key building blocks in any education system. It is only when services are delivered with certain quality will the learners access and use them to improve their knowledge and skills status. In education institution the key indicator of effective delivery of services is performance of the students (Dedehouanou & Berthe, 2013).: Services that secondary school should provide include, ensuring learners have access to minimum set of textbooks and workbooks required.

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

According to Dedehouanou and Berthe (2013) lack of education services and poor quality of services delivered in school are manifested in most Sub-Saharan Africa than the rest of the world.

Even though there have been improvements since 2000, Sub-Saharan Africa has been registering lowest school enrollment rates with high drop out rate. Poor teaching quality, absenteeism and present teachers not being in the classroom at the time of enumerator visits are some of the concern in the education institutions.

Additionally, Torukwein and Kaegon (2017) contend that incidences of unacceptable behaviour by teachers, examination malpractices, lateness to school, teachers doing private business at official time, loitering of teachers and teachers salaries not promptly and regularly paid are some of the issues that affect effective instructional delivery. One of the proposed institutional arrangement that can solve the problem and improve quality of service delivery and consequently the service outcomes is decentralization. It is perceived that decentralization can improve responsiveness and facilitate good governance.

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

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

DECENTRALIZATION OF TEACHERS AND RECRUITMENT AND SERVICE DELIVERY.

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

This supply driven recruitment process was stopped in order to cut cost, which was a measure proposed by the International Monetary Fund to the developing countries (Gori, 2014).

It was replaced with a demand driven recruitment policy for teachers in 2001, where teachers were recruited based on demand and availability of vacancies. However, in the year 2006 recruitment of teachers was decentralized where the process of recruitment and selection was delegated to lower levels of educational management at different periods in time as follows: First, to the Provincial Directors of Education and District/Municipal Education Officers.

After the promulgation of the Kenyan constitution in 2010 recruitment of teachers was assigned to the County Directors of Education.

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

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

Bandur (2012), who did a study on decentralized developments in Indonesia, obtained findings suggesting that restructuring policy and programs in Indonesia are widely perceived to have influenced the transfer of authority for decision making on such key areas as the selection and hiring of teachers from the central government to the school level.

This move has created several changes, including participation of school communities which in turn led to improvements in the schools.

Msiska, Chiweza, & Chirwa, (2018) study in Malawi focused on establishing different views that key actor groups have concerning this policy and its implementation. Key findings were that there was a good understanding of decentralization by definition among the key actor groups although some confusion about what practically is involved in decentralization was evident. There were also mixed views about which functions to decentralize. Whilst some respondents support decentralization as a way to improve the educational system, there were others who think otherwise, stating reasons of possible corruption, favoritism and diversion of funds under a decentralized system.

Mafuru (2011) carried out a study about the effects of the central influence on the recruitment of teachers in secondary education in Tanzania. The dissertation revealed that the centralized teacher recruitment within the initiative to decentralize secondary education had failed to achieve its claimed objective of redressing the inequalities in the deployment of teachers in the country. As a result, the schools had structured their internal operations in order that they cope with inadequacy.

The dissertation recommended therefore that the actual needs of schools in terms of the types of teachers required should be given consideration when teachers are posted in schools.

Ojwan'g (2016) study employed a combination of inclusive criterion, purposive, and simple random sampling techniques to select seven districts and thirty-seven schools under study. There was no gender bias in the restructuring of teacher placement in public secondary schools in Nakuru County.

The study recommended the need for a thorough audit of all secondary schools data returns forms so as to provide teachers to all needy schools regularly; publish different interview dates for the selection panels; post the selected teachers to their work stations without unnecessary delay; adequately prepare secondary teacher education students with the required units; ensure that graduates have successfully completed secondary teacher education units; and ensure equity in gender distribution across schools for mentoring purposes.

Dorothy, (2012) study sought to investigate the challenges facing decentralization of teacher management in Meru South District, in Tharaka Nithi County Kenya. The objectives of the study were: to find out the teachers attitudes towards the devolvement of TSC functions to District level, to find out whether there has been improved performance of teachers as a result of decentralization of teacher's management by the TSC, to investigate the challenges faced by TSC officers on the ground in executing the decentralized teacher management functions and to find ways through which decentralization of teacher management can be implemented effectively for improved

education service delivery. The study utilized a descriptive research survey design, and the target population was 241 subjects comprising 40 head teachers and 200 teachers in public secondary schools in Meru South district and the DEO. The study established that secondary school teachers in Meru South District appreciated the decentralization of TSC functions.

The decentralization was found to have reduced time wastage and enhanced teacher performance in curriculum delivery. However, a number of challenges hamper effective management of teachers at the district and school level through decentralization of TSC services. These included recruitment panels taking a long time to understand the process of recruitment; interference from stakeholders, politicians, teachers, relatives and friends; lack of qualified personnel; and poor transport systems.

The main recommendations of the study were enforcement of anticorruption activities, putting more resources in decentralized offices and maintenance of standards.

Moraa, Chepkoech and Simiyu (2017) study sought to assess decentralized approach process and examined the challenges faced in the application of the approach in secondary teacher recruitment and selection. Arising from the descriptive survey research analysis and interpretation is that despite the crucial role decentralized approach play in secondary teacher recruitment and selection, there are still some negative aspects that hinder the applicability and implementation of the approach. It was noted that, the approach has led to better staffing in rural remote schools, equity and equality in employment leading to community

development and high rate of teacher trainee absorption in the employment sector. However, very little attention has been paid on competence of the BOG/PTA, adequate funds, corruption, political interference and teacher performance that challenge the efficiency and effectiveness of the approach.

Maithya, & Akala, (2014) study indicated that recruitment at the school level reduced workload at the TSC headquarters and at the same time, head teachers were satisfied with the extent to which their staffing needs were met. The head teachers were, however, not satisfied with the current trend whereby teachers are recruited once in a year. The education officials, trade union officials and the head teachers were in agreement that the panel members' capacity be enhanced to enable them carry out the tasks bestowed upon them effectively and efficiently. There was a need to evaluate whether recruitment of teachers in public secondary schools in Westlands West Sub-County in Meru County were effectively recruited to deliver education services as expected.

DECENTRALIZATION OF PROMOTION OF SERVICE DELIVERY.

Promotion of teachers is an important issue in school administration that should be above board all the time and which deserves more academic attention (Gori, 2014) Aside from promotion the most commonly used tool to motivate employee is compensation system, which can be flexibly and frequently adjusted with performance of individual staff members. However, in the existing education system, pay levels and structure are relatively fixed and it is difficult for principals to use the compensation system as a tool to motivate teachers. Promotion is therefore the most important reward that principals can use (Chepkonga, 2022)

Promotion of teachers should be based on criteria that all teachers are conversant of as part of their terms and condition of service. Currently the promotion of teachers is another TSC function that has been decentralized to the county director. According to the Teachers Service Commission (2015) the main purpose of promotion is to reward performance, manage succession and expand opportunities for career growth and progression. Promotion is based on existing schemes of Service that may be reviewed from time to time. Promotion of teachers is done in three categories.

The first is promotion on common cadre establishment where a teacher move from one grade to another without the competitive selection process or availability of vacancies, provided they meet the minimum qualifications for the grade. The second promotion is through teacher proficiency course. This is usually for non-graduate teachers in job group G and H who must undertake a teacher proficiency course. The third promotion is through competitive selection for those in job group M, N, P, Q and R. In this category of promotion names of shortlisted candidates for job groups M and N and guidelines are forwarded to the county directors who conduct interviews at county level (Teachers Service Commission, 2015).

Currently the TSC has released guidelines on how teachers will be promoted through a competitive recruitment process for administrative positions. In this new guidelines promotion of teachers is to be based on existence of funded vacancies in the approved establishment, minimum qualifications per grade, relevant experience, satisfactory performance and relevant teacher professional development (TPD) modules (Wanzala, 2018).

This new guidelines has attracted a lot of controversy between the TSC and teachers' unions because it does not talk about teachers who have attained higher academic qualifications.

The secretary of TSC has defended the newly proposed promotion guidelines that is based on career progression guidelines (CPG) implementation. She argues that the promotion will be on a competitive basis that will give chances to only deserving teachers. Additionally, the new promotion guidelines is seen as an excellent way to enhance the performance of the teachers as well as take them to the next grade. The TSC chief executive Nancy Macharia argues that CPG will solve the promotion stalemate that has clouded the body since independence. The old regime used for promotions is unfriendly and an inferior tool about teacher elevation and career improvements (Nyanchama, 2019).

Mastro (2021) conducted a study on linking accountability and service delivery in a decentralizing system: An analysis of human resource management powers in Malawi's education sector. The study found out that transition of HRM powers from the central government to district governments was ongoing within the education sector in Malawi. Respondents largely perceived decision space around the power to hire, dismiss, and promote teachers to be narrow, while there is evidence that decision space around the power to discipline was growing.

The generally limited ability to act without central approval has diminished the legitimacy of the district office, restricted the ability for district officials to hold teachers accountable for their actions, and decreased teacher motivation, ultimately affecting service delivery outputs.

In the future, district education and central government respondents hope to see a system in which HRM powers are fully decentralized. District education respondents note that they will be able to correct unhelpful teaching behavior immediately and set better standards for the quality of teaching when the full transition of powers occurs.

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

The study further established that there were a number of challenges faced by both the head teachers and education officials which included inadequate funds by the ministry of Education, lack of training in school management by the head teachers, conflict of interest among the School Management Committees (SMC), inadequate teaching staff, problem of prioritization of items purchased by the head teachers and political interference by the local leaders when it comes to transfers, promotion and discipline.

The study recommended sensitization of all the stakeholders and the community on their roles and also on the contents of the Education Acts and Policies.

Finally the Education officials should visit schools regularly in order to monitor schools instructional programmes, assess the teachers' suitability. It is therefore necessary to determine whether the current promotion of teachers after decentralization of this function to County levels is resulting to effective delivery of education services in public secondary schools in Westlands West Sub-County in Meru County.

This study was guided by functionalist perspectives theory whose key proponents were Herbert Spencer, Talcott Parsons and Robert K. Merton.

According to functionalism, society is a system of interconnected parts that work together in harmony to maintain a state of balance and social equilibrium for the whole (Mooney, Schacht, & Knox, 2014).

The functionalist perspective emphasizes the interconnectedness of a society by focusing on how each part influences and is influenced by other parts.

In case of this study, the main purpose of decentralization of TSC function is to enhance educational service delivery so that the national curriculum is effectively implemented (Sang & Sang, 2011) When Counties officials, board of management and principals all perform their duties to ensure teachers are well recruited, teachers are promoted in just manner, teacher's standard are maintained and teachers maintain their TSC code of conduct service delivery is likely to be improved.

The functionalist members of this group see themselves as part and parcel of the education system and therefore should contribute to the achievement of the goals that are desired from them for the benefit of the society which belongs to them.

The roles played by the above-mentioned components must be seen as complementing each other for in the event of one being faulty the whole system will most likely not to be in a position to produce the intended goals of effective service delivery.

A constructed students' Questionnaire (ISMAPAESQ)" was used to gather relevant information from the respondents. The questionnaire would be divided into two sections (A and B). Section 'A' consists of information on personal data of respondents while Section 'B' consisting of questions that elicit responses from the respondents with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability of this instrument was addressed by using pilot study test that is the instrument was administered to a sample of students that were not part of the population of the study.

The data were divided into two and reliability was determined using Cronbach Alpha Level and (0.85) was obtained. This result shows that the instrument was reliable.

A total of 120 copies of the questionnaires were distributed to elicit responses from the respondents and retrieved on the spot by the researcher. The questionnaire would be analyzed using the descriptive statistics of frequency counts and percentage, and inferential statistics of Chi-square (χ^2).

Descriptive statistics of frequency counts and percentages was used in analyzing demographic variables and research questions while the inferential statistics of Chi-square (χ^2) was also used to test the hypotheses at 0.05 level of significance.

METHODOLOGY

Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2019). The study targeted 12 public secondary schools which comprises of 12 principals and 600 teachers and 1TSC officials in Westlands Sub- County, Nairobi County. Census sampling was used for the 12 principals and simple random sampling was used to select 30% of the 600 teachers in the sub county as it was considered a large samplek (Bryman,2012). Questionnaires were used to collect data from teachers, principals and TSC officials. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient. Data was analyzed by use of descriptive statistics. The descriptive analysis included frequencies, percentages and means.

RESULTS AND DISCUSSIONS.

Influence of Decentralization of Teachers' Recruitment on Service Delivery in Public Secondary School Teachers' Response on Teachers' Recruitment on Service Delivery.

Teachers play a significant role in ensuring quality instruction and education in schools. They manage and provide leadership to schools, develop and implement curricula. For these services to be effectively accomplished, teachers must be adequately recruited and deployed to schools. Teachers were requested to indicate the influence of decentralization of teachers' recruitment on service delivery in public secondary schools in Westlands West Sub County. Ten

structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree.

The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 1

Table 1. Influence of Decentralization of Teachers' Recruitment on Service Delivery in Public Secondary Schools.

Statements related to Teachers' recruitment	Disagree f (%)	Uncertain f (%)	Agree f (%)	No response f (%)	Total f (%)
The School management is fully mandated to recruit TSC teachers	7 (15.9)	4 (9.1)	31 (70.5)	2 (4.5)	44 (100)
Recruitment of Teachers is done in a fair manner	1 (2.3)	13 (29.5)	30 (68.2)		44 (100)
Since decentralization of recruitment process most of the vacant teachers position have been filled	20 (45.5)	14 (31.8)	10 (22.7)		44 (100)
The current recruitment process of teachers absorbs competent TSC teachers to replace vacant position	7 (15.9)	6 (13.6)	31 (70.5)		44 (100)
There is equitable distribution of teachers across the county	24 (54.6)	10 (22.7)	9 (20.4)	1 (2.3)	44 (100)
The TSC score guides used to recruit teachers ensures competent and effective teachers are recruited	8 (18.1)	8 (18.2)	28 (63.6)		44 (100)
Decentralization of recruitment of teachers has enabled flexibility and appropriate review of TSC score guide to ensure it is more effective	3 (6.8)	14 (31.8)	25 (56.8)	2 (4.5)	44 (100)
Advertisement of TSC teachers' recruitment is well done and sufficient time provided for qualified teachers to apply	4 (9.1)	7 (15.9)	33 (75)		44 (100)
The current recruited teachers are willing to help student and provide prompt service whenever required	2 (4.5)	5 (11.4)	37 (83.9)		44 (100)
The current recruited teacher provides individualized attention to the students who are weak	7 (15.9)	8 (18.2)	29 (65.9)		44 (100)

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

TSC teachers (70.5%); the current recruitment process of teachers absorbed competent TSC teachers to replace vacant position (70.5%); recruitment of teachers was done in a fair manner (68.2%); the currently recruited teachers were willing to help students and provide prompt service whenever required (65.9%); the currently recruited teachers provided individualized attention to the students who are weak academically (65.9%); the TSC score guides used to recruit teachers ensured competent and effective teachers were recruited (63.6%); decentralization of recruitment of teachers had enabled flexibility and appropriate review of TSC score guide to ensure it was more effective (56.8%); there was no equitable distribution of teachers across the county (54.6%) compared to 20.4% who thought otherwise; and since decentralization of recruitment process most of the vacant teachers position had not been filled (45.5%).

Therefore, it can be concluded that teachers viewed decentralization of TSC services as a positive move towards improvement of service delivery a finding that concurred with Bundi (2012) and Githaiga (2011) who established that secondary school teachers in Meru South District appreciated the decentralization of TSC functions. This finding further confirmed the findings of Mafuru (2011) that revealed that the centralized teacher recruitment within the initiative to decentralize secondary education

had failed to achieve its claimed objective of redressing the inequalities in the deployment of teachers in Tanzania.

As a result, the schools had structured their internal operations in order that they cope with inadequacy. At the same time the findings disapprove the views shared by Sineta (2002) study in Malawi that decentralization of recruitment process was a way for possible corruption, favoritism and diversion of funds under a decentralized system. This section presents the results of data obtained from the respondents in percentages. The variables were gender, age, level and department.

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

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

Table 2. shows that teachers noted that the criteria used to promote teachers was not well known by the teachers (56.9%), promotion of teachers had improved teachers delivery of service (56.8%), promotion of teachers was not fairly done (54.5%), the school management and teachers were not involved in promotion of teachers (59%), promotion of teachers had motivated teachers to be readily available to assist students and approachable when necessary (52.2%), promotion of teachers has motivated teachers to be available during the working hours (47.7%), promotion was done to reward performance (45.5%), every teacher had a chance to undertake teachers proficiency course that was necessary for promotion (45.5%), teachers were promoted through a competitive selection criteria (38.7%), and the criteria used to promote teachers did not contain elements that were observable, measurable and concrete (34.1%) compared to 31.8% who thought otherwise.

From these results it was apparent that teachers viewed promotion as key incentive towards service delivery in schools, can easily help in setting better standards for the quality of teaching and the process should be beyond reproach.

In summary teachers were of the view that there were many challenges affecting the promotion exercise and corruption from the TSC county office in controlling the promotion exercise was the main challenge with majority of teachers being stuck in the same job group and the interviews conducted were a mere public relation exercise and this was likely to affect the quality of service rendered by teachers in schools. There was need for full transition of powers to promotion to correct this abnormally as reiterated by Mastro (2021) in Malawi's education sector recommended for a system

in which Human Resource Management (HRM) powers are fully decentralized.

CONCLUSIONS

From the findings of the study, it was concluded that the empowerment of school management on teachers' recruitment and teachers' service delivery had led to recruitment of teachers based on year of graduation and age rather than on competence which at times was a disservice to the applicants. It had increased transparency in the recruitment exercise which created a dissonance between the views of principals and CSOs with the teachers a sign that the school management was not very transparent in the recruitment process exercise which created a dissonance between the views of principals and CSOs.

Schools were able to get the right teachers according to their needs; empowering B.O.M in the recruitment had helped improve the link between the community, the school and the teachers; and it had helped in the recruitment of teachers within the community. The study established that teachers viewed decentralization of TSC services as a positive move towards improvement of service delivery.

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

though it was experiencing a myriad of challenges.

RECOMMENDATIONS

The study recommended that the:

1. Recruitments panels at the county level should consider the time when the teachers graduated and the grade strength and that decentralized promotion of teachers should be above board all the time.
2. TSC should ensure the results of the interviews are expedited and reflected in their website per county in order to ensure transparency. Specific dates for interviews for new recruits should be well stated by the TSC county offices in order to minimize principals of schools inviting applicants for the interviews on a short notice.

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