

Teacher Demand Driven Policy: Implications on Retention and Equity in the Distribution of Teachers in Secondary Schools in Busia County, Kenya.

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Abstract

In Kenya, Teacher Demand driven Policy was introduced in 2001 as a reform policy to improve equity in the distribution and retention of teachers. Despite this attempt, the challenge of equitable distribution and retention of teachers persist thereby affecting the quality of education. This study examined the teacher demand recruitment policy only, its implication on retention and equity in the distribution of teacher in public secondary schools in Busia County, Kenya. The study was guided by economic labor movement theory of supply and demand. The study adapted a descriptive research design and employed mixed methods. The target population comprised 1359 teachers and one County Staffing Officer (CSO). Stratified random technique was used to result 245 teachers, 32 deputy principals and 32 principals while census was used to select one CSO in Busia County. Data was corrected by using questionnaire and interview schedule. Validity was established by expert opinion while test and retest method was used to establish reliability. Data was analyzed using descriptive and inferential statistics. The findings revealed that teacher retirement rates, increase in student enrolment, subject areas, school factors and teacher attrition influenced the demand driven recruitment policy in Busia County. Retention and equity in the distribution of teachers was demonstrated through teacher satisfaction, staffing level, commitment, turnover rate and performance. Further, demand driven recruitment policy had more significant association with equity and distribution of teachers (χ^2 (12, N = 239) = 122.881, p = 0.000) than with their retention (χ^2 (12, N = 239) = 75.407, p = 0.000). Similarly, teacher characteristics such as qualifications, ethnicity, gender and socio-economic status influenced equitable distribution more as compared to their retention. However, age of the teacher influenced their retention more as compared to the equity in the distribution. The study concluded that demand driven recruitment policy has resulted to equity in the distribution of teachers in Busia County. However, the study recommended that policies and regulations need to be developed to enhance their retention after recruitment by the Teachers Service Commission (TSC).

Keywords: Demand driven ,retention and equity

The study objectives

1. To find out the demand driven recruitment policy factors in the distribution of teachers in public secondary schools in Busia County.
2. To establish the relationship teacher between demand driven recruitment policy on retention and equity in distribution of teachers in public secondary schools in Busia county, Kenya.

1.0 Introduction

Teacher recruitment policies and procedures are vital in providing equitable distribution and retention of teachers in public secondary schools. This observation was supported by Hanushek (1998). In his studies he concludes that the Federal policy in the United States has contributed to equitable distribution of teachers since the 1970s. Because of the increased demand for teachers and to comply with the policy, many schools have therefore hired additional teachers to support students. However, research by Berry et al (2009) points out that not all schools have equitable access to good or high quality teachers because of recruitment policy challenges that face school administrations and education departments all over the world, hence need to examine the process of teacher recruitment, selection and hiring. Further, Husen et al (1995) carried out studies which revealed that in Russia the supply of teachers has always been irregular in the sense of there being oversupply of some subject teachers and undersupply of teachers.

A study by Republic of Kenya (1999) revealed that distribution of science teachers has become a matter of great concern especially in developing countries. Educational provision and services favour some regions and towns. On the same premise, Psacharopoulos (1994) affirmed that the distribution of teachers especially in science subjects is not equitable. These inequalities were also cited by Eshiwani (1982, and 1990) that recruitment arrangements in developing countries contribute to misallocation of teachers which is not an efficient education investment. Inequalities exist among the rural and urban schools and among different geographical regions in the country.

In Kenya, the Teachers Service Commission was established under Article 237 of the constitution of Kenya in the year 2010 as an independent commission (Republic of Kenya, 2010). The commission is tasked with the

management of teachers both in public primary schools and public post primary education institutions except universities in terms of hiring, transferring, firing and remuneration.

Under its mandate, the Commission ensures the establishment and maintenance of a sufficient professional teaching force that is equitably distributed and optimally utilized in public education and training institutions. The Commission is also expected to play a regulatory role in the teaching service. The overall goal of the TSC is to establish and maintain a sufficient and professional teaching service for public education institutions in the country. In this regard, the Commission strives to live up to the aspirations of its vision and mission in pursuit of quality service to teachers and public education institutions (TSC, 2012).

In an effort to redress the challenges in teacher management, the commission decentralized teacher recruitment and introduced demand driven policy in the recruitment. This policy was adopted as a response to the challenges of equity and retention of teachers. This was seen as more justifiable pattern of distribution of teachers which was supported in the study by Mutua, et al (1992:77). This study confirmed that teacher's even more than educational policies have the greatest influence in the achievement of educational goals. Further, the contribution of teachers was supported by Blaug (1981:14), Todaro (1980) and Republic of Kenya (2005) that they are the ones who exploit resources allocated to education and provide relevant knowledge and skills. Teachers are also key to government's effort to achieve Education for All (EFA), Millennium Development Goals (MDGs) and Vision 2030. It is against this backdrop that increasing sensitivity to equity and careful planning in teacher distribution and retention in public secondary schools in Busia County ought to be considered.

In demand driven recruitment policy, Boards of Management (after the advertisement for recruitment) are mandated by the commission to conduct a selection exercise for the advertised vacancy in their institution. The names of interviewed candidates (ranked in order of performance during the selection process for each vacancy) will then be presented to the commission. The selection panel will be expected to exercise the highest degree of transparency and accountability as stipulated in the public Officer Ethics Act (2003).

In this policy, applicants are given equal opportunity and affirmative action is also considered. The secretary to the Board of Management should compile a list of all applicants for the panel to score each candidate based on the selection score guide provided by the commission. The successful candidate shall fill the TSC employment form and is required to submit duly signed commitment letter binding him or her to teach in the station for a minimum period of five years in order to improve equity in the distribution and retention of teachers in public secondary schools which is a challenge in the provision of quality education as confirmed in the studies by Raju(1973),Sifuna, et al(1988) and TSC (2014).

From these studies there was consensus that disparity and high turnover of teachers exist in public secondary schools in Kenya since the inception of demand driven recruitment policy fifteen years ago (Aloo et al.,2011). Challenges to achieve the policy objectives on equity and retention of teachers continue to be experienced in Busia County even after the constitutional reforms in 2010. The selection guidelines had not been fully embraced by selection panels at school level. Based on the forgoing, this study therefore examined the effect of demand driven recruitment policy on equity in the distribution and retention of teachers in public secondary schools in Busia County.

TSC since its inception in 1967 had been employing teachers through supply-driven process. From 1967 to 1997 the TSC used centralized supply driven policy in teacher recruitment whereby all teaching graduates from universities and teacher training colleges were employed by the Government. All the recruitments were done at the TSC headquarters. Aloo et al. (2011) have highlighted some of the issues associated with the supply-based recruitment policy, for instance, teachers being posted haphazardly with no regard to their areas of interest or the interest of the schools resulting in disparity in teacher distribution and retention in the country. The supply driven teacher recruitment policy led to disparity in teacher retention with certain areas that were closer to urban settings retaining more teachers than the rural locales. In addition, many female teachers sought transfers to join their spouses even after hardly teaching in one station for a year.

Under demand-driven teacher recruitment policy the government has been employing limited number of secondary school teachers annually. However, this does not cater for the actual shortfall. The TSC code of regulations (1986) gives powers to PDE, DEO and BOG to manage teachers as TSC agents (TSC code of regulations 1986:4-5). This delegation of managerial duties to PDE, DEO and BOG stemmed from the realization that the centralization of functions within the Ministry of Education was leading to inefficiency and unnecessary bureaucratic delays in the execution of duties by the field education officers (Republic of Kenya, 1989). The government launched the process of a school and district based teacher recruitment process where communities were expected to recruit personnel to serve their institutions. Under this arrangement, the TSC was to identify the available vacancies and advertise for applications, indicating where they were tenable.

1.1 Theoretical Framework

The theoretical background to this study was based on the economic labour market theory of supply and demand

derived from Ehrenberg and Smith (1997) and Orodho (2005). It guided the study on teacher recruitment as an aspect of overall labour market for teachers whereby recruitment policies and the current labour market conditions have a direct impact in the ability to effectively fill the desired teaching slots. They have also direct impact on decisions of teachers or prospective teachers to remain in or enter teaching.

The demand for teachers is the number of teaching positions offered at a given level and the supply of teachers is the number of qualified individuals willing to teach at given level of overall compensation. Overall compensation encompasses salaries, expected future earnings and any type of reward derived from teaching that can be encompassed under the heading of working condition. These principles of supply and demand and factors that influence them provided a basis to investigate the demand driven recruitment policy.

1.2 Significance of the study

In demand driven recruitment policy of teachers in public secondary schools, the research findings would be used to improve equity in the distribution and retention of teachers in public secondary schools by the Teachers Service Commission and Boards of Management. It would also enhance the provision of quality basic education in public secondary schools as provided in the Basic Education Act (2013) and the Teachers Service Commission Act (2012) as equity in the distribution of teachers and their retention would result to significant performance in both academic and co-curricular activities.

For policy makers in the education sector, the study offers practical implications and suggestions on the role of demand recruitment policy of teachers on the equity and retention of teachers in public secondary schools. Further, the policy makers will obtain knowledge on dynamics of demand recruitment policy that affect equity in the distribution and retention of teachers; they will therefore obtain guidance from this study in designing appropriate policies that will regulate the recruitment policy. Future scholars may use the results of this study as a source of reference.

The findings of this study can be compared with other study areas, profession or industry so as to draw conclusions on various ways an organization can benefit from demand recruitment policy of teachers.

2.0 Methodology

A descriptive survey design was adopted in this study. This design was used because it is more accurate to collect data from a wider area. It is useful because it can study a large population and would discover relative incidences, distribution and interrelations of sociological and psychological variables (Kerlinger 1964). The study targeted 1359 teachers, 140 Principals, 140 and Deputy Principals from 140 Public Secondary Schools in Busia County, Kenya. The study used the stratified and purposive sampling techniques to select 245 teachers 32 Principals and 32 Deputy Principals. One CSO was purposively selected. Questionnaires and interview schedule were used to collect data. Data was analyzed using mixed methods involving qualitative and quantitative approaches.

3.0 Results and Discussions

3.1 Demand driven recruitment policy factors in the distribution of teachers in public secondary schools

The first objective of the study was to find out the demand driven recruitment policy factors in the distribution of teachers in public secondary schools in Busia County. This was done through examining teacher retirement rates, teacher attrition rate, school enrolment, class size, subject areas and school constraints. Both Deputy Principals and teachers were issued with six set of statements because they are curriculum implementers. The principals and CSO were involved in in-depth interview schedule because they were managers are involved in the recruitment of teachers. The results are as follows:

3.2 Demand driven recruitment policy factors

Teachers and deputy principals were presented with six set of statement to indicate their degree of agreement in relation to demand driven recruitment policy factors in their schools. The pertinent results are as shown in Table 1

Table 1; Demand driven recruitment policy factors

Demand driven recruitment policy factors	SD	D	U	A	SA
Teacher retirement rates	18 (7.53%)	42 (17.57%)	42 (17.57%)	123 (51.46%)	14 (5.86%)
Student enrolment	32 (13.39%)	51 (21.34%)	32 (13.39%)	124 (51.88%)	
Class size	14 (5.86%)	46 (19.25%)	24 (10.04%)	134 (56.07%)	21 (8.79%)
Subject areas	8 (3.35%)	36 (15.06%)	53 (22.18%)	142 (59.41%)	
School factors	18 (7.53%)	37 (15.48%)	28 (11.72%)	130 (54.39%)	26 (10.88%)
Teacher attrition rate	21 (8.79%)	37 (15.48%)	20 (8.37%)	147 (61.51%)	14 (5.86%)

From Table 1, more than half of the respondents (51.46%) agreed and further 5.86% strongly agreed that teacher retirement rates in the teaching profession has resulted to demand driven recruitment policy in Kenya. However, a quarter of them did not confirm that demand driven recruitment policy has been as a result of teacher retirement rates. The findings further revealed that those teachers who disagree with teacher retirement rates confirmed that the government has the policy of delaying teacher retirement age. Their aim is to delay recruitment of teachers as they find it costly hence teacher retirement rates has weakly influenced on the demand driven recruitments

During the interview with principals, it was revealed that the increase in retirement age of teachers from 45 to 60 presented a false impression in teaching profession. However, that it only solved the problem of teacher shortage in 15 years. After that, there was mass retirement of teachers in public secondary schools which resulted to demand driven recruitment policy to fill the gaps left. Further, County staffing officer also had same opinion. During the interview, he noted that, majority of the schools have teachers who are almost retiring. In some cases, a school can have up three teachers who retire every year and most of them are principals, deputy principals or heads of department. This has resulted to promotion of other teachers to fill the gaps left. As results, there is need for recruitment of teachers either TSC or the Board of Management.

Subsidized secondary education has resulted to increase in student enrolment especially in day schools where education is tuition fee free. As a result, 51.88% of the respondents agreed that this has resulted to demand driven recruitment policy in secondary schools in Busia County while 34.73% of the respondents did not associated demand driven recruitment with student enrolment. Those who strongly disagree and disagree indicated that the government has a tendency of ignoring the pleas of school for additional staff. This was evident in schools which are single stream and a teacher can handle up to 60 students against recommended 30 students per class.

Interview with the principals revealed that increase in enrolment has resulted to demand for more teachers to ease teaching burden. However, the government has been slow in matching enrolment rate with number of teachers. These principals have been forced to hire teachers on demand to cater for increased enrolment. One of the principals in the Bunyala Sub County indicated that demand recruitment favoured principals or schools who were well connected with TSC headquarters. He revealed that a teacher can be moved to another school without formal transfer request even if the school has serious understaffing as result of the influence from the forces in the TSC headquarters. However, CSO in Busia County indicated that although enrolment had increased in some schools, the government of late has been recruiting teachers on demand either on permanent basis or on contract basis. The aim of this recruitment on demand was due to increased enrolment of students. He further noted that enrolment has been a challenge in staffing of teachers because enrolment in some schools is never constant; there is increase or decrease of student population which affect teacher distribution after some years.

Further the respondents were required to give their degree of agreement on the increase in number of streams per class and how it influences demand driven recruitment policy. The findings revealed that 56.1% and 8.8% of the respondents agreed and strongly agreed that additional streams per has resulted to on demand recruitment policy. However, 25.11% of the respondents indicated that increase in number of streams had no influence on demand driven recruitment of teachers in their schools.

During the interview session with principals, the researcher noted that only schools which are classified as National or Extra County schools are demand driven to recruit teachers due to additional streams per class. The CSO also revealed that some principals are quick to split classes without finding out the availability of teachers. This has forced schools to recruitment additional teachers.

The researcher also noted 59.31% of the respondents agreed that inadequate teachers in certain subjects due to either removal or addition of certain subjects in the curriculum has resulted to the demand driven recruitment

of teachers in some schools while 22.18% of them were undecided.

The principals during the interview session revealed that some subject have few teachers while others are over established. The principals have been forced to request for teachers in subjects that are understaffed especially in the compulsory subjects and hence influences demand driven recruitment of teachers. The CSO also had similar opinion.

Over half of the respondent who were teachers and deputy head teachers (65.27%) indicated that school factors has influence on demand driven recruitment of teachers. However, 23.01% of the respondents did not link school factors and on demand recruitment of teachers in Busia County. During the interview with the principals, the researcher noted that, national and extra-County secondary schools demand more teachers due to increase in responsibilities. A certain school may have two deputies and several senior teachers. As position increases, the number of teaching subjects also decreases and this results to more teachers. Similarly, the CSO noted that some teachers have tendency of teaching in schools that do not demand a lot in terms teaching, the so big schools are mainly affected as teachers opt to be transferred in small schools so that they can engage in personal business or even their career progression. This has resulted to demand on recruitment of teachers in these big schools to fill the vacancies left behind.

Lastly, there has been high rate of teacher attrition. The salary offered by the TSC has been low for very long time as compared to other profession. As shown in Table 4.2, 61.51% and 5.86% of the teachers and deputy teachers in this study agreed and strongly agreed that teacher's attrition rate is high leading to on demand recruitment policy. However, 24.27% of the respondent did not confirm that the government was quick to initiate on demand recruitment of teachers due to attrition rate.

The principals and CSO revealed that teachers after pursuing their master or PhD are enticed to better paying jobs such as employment as lecturers in the universities. This creates demand for recruitment in schools affected by such attrition. Further, the CSO noted that death is another contribution to high rates of attrition. Lifestyle of the community has resulted to wide spread of HIV/AIDS affecting teacher distribution in Busia County.

3.3 Subject Areas

The respondents were asked to give their opinion on the subject areas distribution. The results are as shown in Table 2.

Table 2; Subject Areas

Subject	Excellent	Good	Satisfactory	Unsatisfactory
English	70	5		
Kiswahili	73	2		
Mathematics	75	0		
Biology			75	
Physics		1	74	
Chemistry		3	72	
Geography		4	71	
History	10	65		
CRE			65	10
Agriculture			75	
Business studies			74	1
Home science			72	3
Computer studies			12	63
French			11	64
Music			7	68
Art and design			5	70

The study established that, distribution of teachers in computer studies, French, Music and Art and Design was unsatisfactory as the number of respondents who attested to this fact was 63, 64, 68 and 70 respectively. This was due to poor attitude among learners towards these subjects, inadequate facilities and inadequate personnel. Another notable aspect was that staffing in English, Kiswahili and Mathematics was good since the respondents who agreed to this fact represented 100 percent. These are core subjects in the 8-4-4 curriculum in Kenya. Other subjects were fairly represented as shown in table 4.5 above. These findings were contrary to Alooet. al (2011), who established that teachers in computer studies, Kiswahili, Music and CRE were poorly distributed.

The uneven trend in distribution of technical and applied teachers was due to location of the school from urban setting. It was observed by both the TSC County Staffing Officer and teachers that schools close to urban environments attract teachers contrary to rural schools and thus affecting teacher distribution. This is because more teachers were distributed around town schools than rural schools.

The findings indicated that teacher retirement was one of the factors that contributed to demand driven recruitment policy. This was indicated by 57.32% of the teachers and deputy principals. However, it was noted that the government has been slow on replacing retired teachers unlike teacher attrition rate as shown by 67.37% of the respondents and they would extent retirement age from time to time. Teacher attrition has affected most schools as teachers have been found leaving teaching profession for other well-paying jobs in the county government and universities. Most of those who leave are the cream or better teachers who have been excelling in the national examinations. As result, replacing these teachers has not been easy.

Similar results were found by Aloo (2011). Teacher attrition is a problem with a number of implications, not the least of which is the teacher shortage. Almost half of all new teachers leave the profession within the first five years, creating a difficult model where more teachers leave the teaching profession compared to teachers entering the profession. Part of the problem is a result of career progression. However, most of teacher attrition is a result of factors such as inadequate pay, administrative support, workplace conditions, student related issues, and collegiality with peers. Without a thorough understanding of the factors that contribute to teacher attrition it is impossible to create an environment where “No Child is Left Behind”. Although teachers do not enter the profession with the notion of getting rich, they do need to make enough money to support themselves and their families.

Increase in the enrolment of students due to FPE and FDSE has resulted to demand of more teachers. It was revealed by 51.88% of the respondents indicated student enrolment in Busia county has resulted to demand driven recruitment of teachers as some schools have been forced to increase class size from single stream to multiple streams per class as shown by 64.86% of the respondents. Most schools have responded on the increase enrolment of students with separating of schools to increase their effectiveness.

Literature related to enrolment projections offers evidence that there will be a need for additional teachers in different regions of the United States. Enrolment data indicate that the number of school-aged children is projected to continue to increase well into the 21st century. This growth will have an effect on the number and kinds of teachers needed to staff schools. According to Marion (1995), nearly half of Virginia’s school divisions are projected teachers will have to be hired in the next five years to replace teachers who retire or leave teaching. In ten years, the authors projected that Virginia will need 5,600 additional teachers, and by the year 2014, they projected that student enrolment will have increased by 110,100 and that this increase will require 8,000 additional teachers.

However, it was noted, big school with increased class size benefit much from demand recruitment of teachers as compared to small or upcoming schools. This was also revealed by 65.27% of the respondents who indicated that school factors such as size of the schools. Big schools which were initially provincial schools but were later promoted to national schools have benefited from demand recruitment of teachers due to increase in responsibilities. Similarly, introduction of new subjects to certain schools such as computer studies and other technical subjects has contributed to on demand recruitment of teachers. To some extent, these teachers were not previously trained in the college and university and they pose challenge for the principals to procure them.

These findings were contrary to Aloo et al, (2011), who established that computer studies, Kiswahili, Music and CRE were poorly distributed. However, mathematics and English were averagely distributed. An assessment by World Bank, (1980) shows that capital resources have been underutilized such as laboratories and other specialized facilities and as cited by Psacharopoulos (1985), these areas have not been fully utilized because specialist teachers have been in short supply, while in some cases enrolment has been lower than planned or distribution of teachers is not equitable

3.4 Relationship between demand driven recruitment policy with retention and equity in distribution of teachers

The second research objective established the relationship between the demand driven recruitment policy on retention and equity in distribution of teachers in public secondary schools in Busia County. This was through inferential statistics to correlate demand driven recruitment policy with retention and equity in the teacher distribution. Further, descriptive statistics was done to ascertain the link between demand driven recruitment policy on equity in the distribution and retention of teachers.

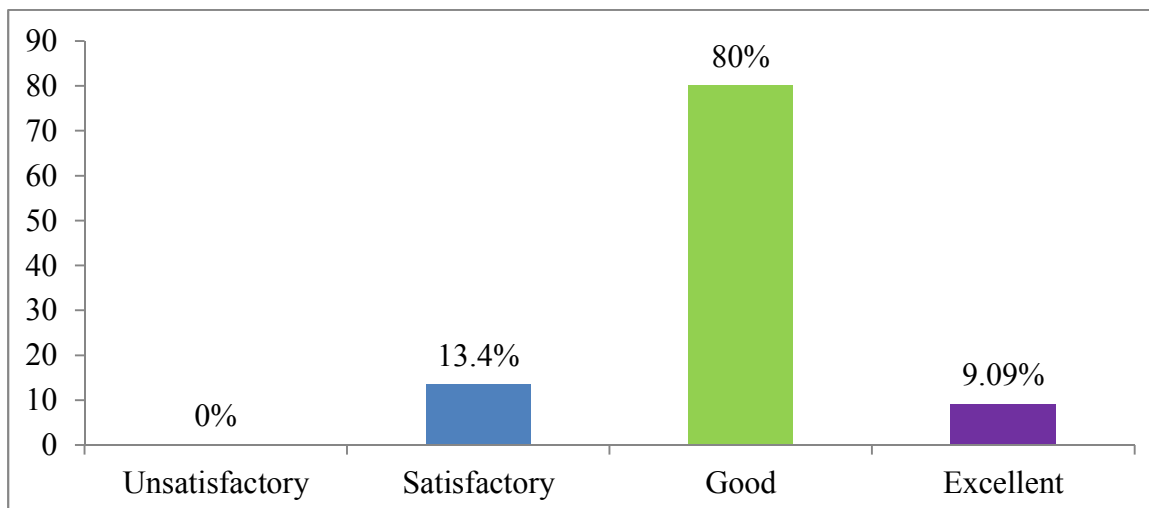


Figure 1; Demand driven policy on retention and equity

3.5 Rate on demand driven recruitment on achieving retention of teachers

The teachers and deputy principals through questionnaire were required to rate demand driven recruitment policy on achieving teacher retention. The finding revealed that 8.5% rated it as satisfactory, 56.8% as good and 34.7% as excellent. The findings are as shown in Figure 2

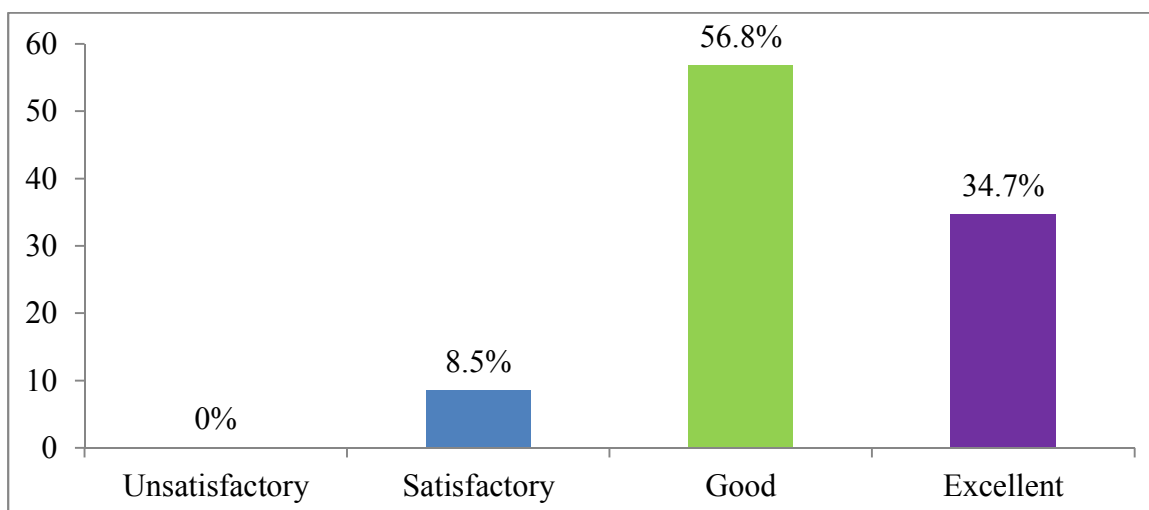


Fig 2 Rate of demand driven recruitment on achieving retention of teachers

3.6 Opinion on demand driven recruitment policy on equity and teacher distribution

The respondents were required to state their opinion on demand driven recruitment policy on equity and distribution of teachers. More than half of the teachers and deputy head teachers (130, 54.09%) indicated that demand driven recruitment of teachers had an impact on equity and distribution of teachers. Those who did not confirm indicated that there was malpractice in the process of recruitment since some applicants were favored. Similarly, the principals decry on the issue of subject combination which did not match with the needs of the school. The same was indicated by CSO that equity and distribution cannot be achieved 100%. There are always complaints from principals even after recruitment the teachers although the policy had achieved over 75% on equity in the distribution of teachers.

3.7 Association between demand driven recruitment policy and teacher retention

Pearson chi-square with significance level of 0.05 was conducted to the significance of association between demand driven recruitment policy and teacher retention in Busia County. The cross tabulation results between demand driven recruitment policy and teacher are presented in table 3

Table 3; Association between demand driven recruitment policy and Teacher retention

TeacherRetention		Demand driven recruitment policy					Total
		SD	D	N	A	SA	
Strongly Disagree	f	2	0	2	0	0	4
	a	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
Disagree	b	50.0%	0.0%	2.7%	0.0%	0.0%	1.7%
	f	0	0	9	5	2	16
Disagree	a	0.0%	0.0%	56.2%	31.2%	12.5%	100.0%
	b	0.0%	0.0%	12.2%	3.5%	14.3%	6.7%
Neutral	f	1	1	29	84	4	119
	a	0.8%	0.8%	24.4%	70.6%	3.4%	100.0%
Agree	b	25.0%	25.0%	39.2%	58.7%	28.6%	49.8%
	f	1	3	34	54	8	100
Agree	a	1.0%	3.0%	34.0%	54.0%	8.0%	100.0%
	b	25.0%	75.0%	45.9%	37.8%	57.1%	41.8%
Total	f	4	4	74	143	14	239
	a	1.7%	1.7%	31.0%	59.8%	5.9%	100.0%
	b	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; a = row percentage; b = column percentage; χ^2 (12, N = 239) = 122.881, p = 0.000 and Cramer's V = 0.324. Cramer's V: weak association ≤ 0.20 , moderate association $\leq 0.20-0.40$, strong association > 0.49

From Table 4.6, with χ^2 (12, N = 239) = 75.407, p = 0.000 and Cramer's V = 0.324, the results revealed there was a moderate significant association between demand driven recruitment policy and retention of teachers in public secondary schools in Busia County. One Hundred of the respondents (41.8%) who agreed that demand driven recruitment of teachers enhanced teacher retention, more than half of them (59.8%) also strongly agreed that the policy had achieved the objective of teacher retention. However, during the interview with the principals, it was revealed that some teachers opt to be recruited in some schools since it presents an opportunity to be employed and later they request for transfers on medical or marital grounds hence affecting retention.

3.8 Association between demand driven recruitment policy and equity in the distribution of teachers

Pearson chi-square with significance level of 0.05 was conducted to test the significance of association between demand driven recruitment policy and equity in the distribution of teachers in Busia County. The cross tabulation result between demand driven recruitment policy and equity in the distribution of teachers is presented in Table 4

Table 4: Association between demand driven recruitment policy and equity in the distribution of teachers

Equity Distribution of teachers		Demand Driven Recruitment Policy					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Disagree	F	0	1	11	3	0	15
	a	0.0%	6.7%	73.3%	20.0%	0.0%	100.0%
Neutral	b	0.0%	25.0%	14.9%	2.1%	0.0%	6.3%
	F	0	2	43	8	0	53
Agree	a	0.0%	3.8%	81.1%	15.1%	0.0%	100.0%
	b	0.0%	50.0%	58.1%	5.6%	0.0%	22.2%
Strongly Agree	F	4	1	20	124	11	160
	a	2.5%	0.6%	12.5%	77.5%	6.9%	100.0%
Total	b	100.0%	25.0%	27.0%	86.7%	78.6%	66.9%
	F	0	0	0	8	3	11
Total	a	0.0%	0.0%	0.0%	72.7%	27.3%	100.0%
	b	0.0%	0.0%	0.0%	5.6%	21.4%	4.6%
	F	4	4	74	143	14	239
	a	1.7%	1.7%	31.0%	59.8%	5.9%	100.0%
	b	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; a = row percentage; b = column percentage; χ^2 (12, N = 239) = 122.881, p = 0.000 and Cramer's V = 0.414. Cramer's V: weak association ≤ 0.20 , moderate association $\leq 0.20-0.40$, strong association > 0.49

From Table 4 with χ^2 (12, N = 239) = 122.881, p = 0.000 and Cramer's V = 0.414, the results revealed there was a strong significant association between demand recruitment policy of teachers and equity in the distribution of teachers in public secondary schools in Busia County. One hundred and sixty of respondents (66.9%) who agree that demand driven recruitment of teachers has resulted to equity in the distribution of teachers, more than

three quarters of them (77.5%) also agreed that demand driven recruitment policy achieved the objective of equity in the distribution of teachers in Busia County. This was also shown during the interview session with the head teachers and CSO. They both revealed, supply driven recruitment policy favoured some schools or region depending on who heads the school. With the demand driven recruitment policy of teachers, schools are offered chances to employ those teachers who are needed in certain subjects and co-curricular activities. The CSO further indicated that although the number of recruited teachers may be skewed in allocation per Sub County, the schools have the

These findings were in line with Aloo et al (2011) which indicated that school based recruitment policy had to some extent led to an even distribution of teachers in public secondary schools in Nyando District results which were attributed to the five year bonding policy where a newly recruited teacher does not qualify for transfer before the lapse of five years.

4.0 Conclusion

Based on the findings, the following conclusions were made;

1. The overall conclusion of the study was that, demand driven recruitment policy has significant association with equity in the distribution and retention of teachers in Busia County.
2. There was significant link between demand driven recruitment and equity in the distribution of teachers. Similarly there was link between demand driven recruitment and retention of teachers. However, the association was strong and significant in equity in the distribution of teachers as they are willing to be employed where there is vacancy.

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