

An investigation on Recruitment, Development and Retention of Deputy Principals in Buuri District Meru County, Kenya

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ABSTRACT

The deputy head teachers are assistant administrators in schools and they play a major role of running the school on daily bases. This study was conducted among the deputy head teachers in Buuri district and descriptive survey research design was used. Questionnaire was used to collect information from the teachers. The target population was 34 deputy principals in the district .The sample size comprised 25 deputy principals. The post of deputy principals should be filled through interviews conducted by the Teachers Service Commission competitively. Whenever there is a vacancy, the post should be advertised and the teachers who have served in job group 'M' for more than three years should apply for the post in readiness for the interviews. However we find that the role of the Teachers Service Commission has been taken over by the agents of the Teachers service commission, who are the Head Teachers in filling the post of deputy principals. Whenever there is a vacancy, the head teachers look for teachers who they think are suitable and the teachers are advice to request the Teachers Service Commission to deploy them to those institutions as deputy head teachers. The post of a deputy principal does not have any allowance and this makes many of the teachers to prefer to remain as classroom teachers in places of their choice. Once the deputy principals have been deployed to the specific institutions they are left on their own to navigate their way as deputy principals. The investigation has found that the deputy teachers rarely attend workshops for in-service and this situation make their work strenuous. Most of the deputies are not given proper orientation when they report to their new positions. Most schools do not retain deputy principals for a long period as revealed by the research. Majority of the teachers who are deputy principals have been in that position for less than five years. Secondly most of the deputy principals are furthering their studies and they have indicated that they would like to quit their institutions once they are through with their studies. For this reason the rate of retention of the deputy principals

in schools is very low. A lot is required to be done to make this post more attractive and to reduce the exit rate of the deputy principals from their institutions.

Key words: Recruitment, Development and Retention

Introduction

In 1967, The Teachers Service Commission (TSC) was established under Cap.212 of the Laws of Kenya, by an Act of Parliament. The Commission was given the mandate of managing teachers in public education institutions, apart from universities (Session Paper 2012). The Commission has the mandate to registration of teachers, recruitment, deployment, remuneration, promotion, discipline and maintenance of teaching standards in schools. The commission was established to bring all teachers under one employer to bring harmony to the education sector. Before TSC was established, different bodies used to employ teachers. These included: Religious Organizations, Local Authorities, District Education Boards (DEBs) and the Central Government, (Session Paper 2012]

Statement of the problem

Recruitment, development and retention of Deputy Principals are the prerogative of the Teacher's Service Commission. However, this has not been the case. This study sought to investigate the policy on recruitment, development and retention of deputy principals in secondary Schools in Buuri District.

Purpose of the study

The findings of the study will give the Teachers Service Commission the insight of the process of recruitment, development and retention of teachers in secondary schools. This will enable the stake holders to come up with better policies to make institutions better and also improve the process of recruiting, developing and retaining teachers in institution for efficient learning.

Research objectives

The study was carried out to meet the following objectives:

1. To investigate the process of recruiting secondary school deputy principals.
2. To find out the procedure of developing the secondary school deputy principals.
3. To establish measures taken to retain deputy principals in secondary schools.

LITERATURE REVIEW

Recruitment

One of the mandates of the teachers' service commission is to recruit teachers in order to provide profession teaching in public schools. The recruitment includes those of the teachers joining the profession and also of those teachers taking administration post in schools. Whenever there are vacancies, advertisements are made in the print especially for those joining the profession. This should also be the case when there are vacancies to be filled for deputy principals together with the principals. But this has not been always the case when it comes to filling the top most positions even though it is purported that deputy head teachers are appointed by the Teachers Service Commission and are deployed in various schools (MOEST, 2004).

In most cases principals pin point the teachers they would want they be their deputy principals depending on their suitability and then they forward their names to the teacher service commission to be approved. Any teacher who has served in job group 'M' for more than three years qualifies to be appointed as a deputy principal. Once the deputy principals are appointed they do not undergo any training in their new appointments. Instead they are left to the school head and Education Officers for orientation (Sushila, 2004).

In Kenya the TSC is mandated with deployment of teachers in the various schools in the country (MOEST, 2004). According to (Session Paper, 2012) deployment is the process of assigning teachers duties in stations where their services are required through postings, transfers, recruitment and placement. Deployment of teachers ensures that there is equitable distribution and optimal utilization of teachers. It also provides qualified and competent managers to public education institutions.

Principals, Deputy Principals and Heads of Departments, Registrars and Deans are the ones referred to as Institutional Administrators. For provision of best services, competent administrators are required in institutions to enable them run properly. The TSC should therefore, identify and deploy competent administrators to enhance good performance in basic education and training institutions. There are existing policies that govern deployment of institution administrators of primary and post primary institutions.

The TSC act in the (Session Paper 2012) states that it has developed a criterion in which such teachers are identified through interviews in an effort to enhance professionalism in the selection and deployment of institutional administrators. Some factors that pose a challenge in deployment of institutional administrators include stake holder's interference based on faith, nepotism and vested interest.

Deployment of deputy principals to their new positions is seen as promotion. According to the (Session Paper 2012) promotion of teachers should be done through competitive selection and teachers attending Teacher Proficiency Courses.

As in many other professions (Rabore & Travers, 2000), promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups which determine upward mobility. Wong & Wong (2010) observe that teacher promotion is an important issue particularly because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers.

Development of administrators

Several scholars agree about the vital importance of staff development as a condition for school improvement. Hopkins and West (1994) states that the interdependence of staff development and school development is becoming increasingly clear. They also states that any school development goes hand in hand with the teacher's development. School leaders are increasingly searching for practical ways of bringing teacher and school development together. Teacher appraisal is one of the ways of identifying in-service needs for teachers and supporting their professional development, and therefore it is a part of the schools professional development system (Bollington, 1990).

According to Cunningham & Cordeiro (2009) successful organizations promote continuous professional development throughout employees' career to achieve intended organizational and individual goals. (Arriaza & Martin, 2006) state that people take jobs where they are entrusted with important tasks. For this reason people will take jobs where they feel they have a chance of professional development which will also lead to personal growth.

The Kenya Government established Kenya Education Staff Institute (KESI) in 1981 to serve as an instrument for development of administrative staff in education institutions (Bude, 1999). Eshiwani

(1993) noted that KESI was supposed to train and induct school teachers who were appointed as the head of institutions and had taught for few years after university. In a school management hierarchy of authority, the deputy head teacher is the assistant manager, adviser and conveys the head teacher decisions (Sushila 2004). Senior staff and supervisors collect ideas from junior staff and the deputy head teacher convey decisions and supervise execution of decisions. The deputy head teacher is therefore a supervisor hence plays a crucial role in school administration, (Sushila, 2004). Hence there is need to identify challenges and develop strategies that Deputy Head Teachers may require in order to execute their duties well. Those teachers appointed as Deputy Principals require thorough training in order to equip them with skills which will enable them execute their duties efficiently.

Retention of Deputy Principals

Retaining deputy principals in their stations after promotion has been a big challenge in most institutions. Promotion is advancement of an employee from one job position to another that has a higher job title, higher level job responsibilities, a higher salary range and is associated with higher skills or experience (Heath Field, 2000). In the case of the deputy principals, promotion, the title carries more responsibilities with no salary increment. This contrary with what is found in other ministries and other government departments. School teachers are usually compared with independently practicing doctors and lawyers as ideal types of true professionals. Teachers however often fall short of the measures and are labeled as semi-quasi professionals. Dove (1986) asserts that the status of the teachers is generally poor as compared to doctors and lawyers. This partly has to do with low salaries poor working conditions and terms of service and poor career prospective.

Most deputy principals have worked very hard to promote themselves professionally by furthering their studies. This makes them to seek for satisfaction in other areas when they find the going tough in their working places. A study on secondary school teachers' satisfaction in Transkei, South Africa (Mwamwenda, 2000) found no significant difference between respondents when salary was used as the criteria of satisfaction. Higher pay for the deputy principals could act as a motivation factor and that would make the deputy principals a bit contented in their working places. There is therefore need to improve the terms of employment of the deputy principals in order to make the post more attractive.

Research results and findings

The district has 34 registered secondary schools and out of them, 25 deputy Head teachers were sampled while in a workshop. They all filled the questionnaire and returned it. Because all the questionnaires were returned there is no bias expected from the results. The findings of the research are analyzed and presented in tables together with the interpretations.

Questionnaire was used to provide the data needed and the sample that participated is shown on Table 1.

Table 1:

Population and sample size

	population	Sample size
Deputy principals	34	25

Table 2 shows the gender of the deputy principals in the sample that filled the questionnaire. It shows that the number of male teachers is quite big compared that of the female teachers. There is a big disparity in gender. This is a clear indication that the gender rule in recruitment of deputy principal's is not being followed properly. The teacher's service commission together with the other education stake holders should ensure that equal opportunities are given to all genders.

Table 2: Gender

Male	18	72%
Female	7	28%

Recruitment and deployment of deputy principals to secondary schools

The data in table 3 shows the academic qualification of the deputy principals. This data shows that the deputy head teachers are highly qualified. 28% of the deputy principals have masters qualifications showing that they are very industrious and hopefully they will further their studies.

Table 3: Academic qualification

Masters	7	28%
Bachelors	16	64%
Diploma	2	8%

Table 4 shows that most of the deputy principals have been assistant teachers for a long period of time which is over 16 years. This implies that the deputy principals are highly experienced and most appropriate to be head teachers in the schools. They need to be retained as deputies for this to be achieved.

Table 4: Experience in teaching

YEARS	FIGURES	%
5-10	7	28
11-15	4	16
16-Above	14	56

The data on table 5 shows the figures of the deputy principals who are confirmed as deputies and those who are appointed to act in the capacity of deputy principals. Majority of the deputies are in acting capacity which is a clear indication that the post is not very attractive.

Table 5: confirmed and acting deputy principals

Confirmed	12	48%
Acting	13	52%

The data on table 6 shows that the majority of the Deputy Head teachers were sourced directly without following the due process of doing the interviews. Those who went through the due process of interviews are fewer. This shows that the teacher's service commission does not execute its duties as it is stipulated in the education act.

Table 6: Deputy Principals interviewed and those sourced directly

Interviewed	8	32%
Sourced	17	68%

Development of the deputy principals after deployment

The data on table 7 shows that the majority of the deputy principals are not given any orientation when they got into office. These teachers have to work on their own in order to be acquitted with their duties.

Table 7: Orientation of the deputy principals

orientation	10	40%
Not oriented	15	60%

The data on figure 8 shows that the deputy principals rarely attend seminars and workshops. This is an indication that the in-service courses provided to the teachers is not sufficient to boost their performance.

Table 8: Attendance of workshops

often	7	28%
rarely	18	72%

The data on table 9 shows that the majority of the deputy principals are pursuing further studies. This shows that they are making some effort to get better jobs or they are positioning themselves for promotions.

Table 9: Teachers pursuing studies

Studying	13	52%
Not studying	12	48%

Retention rate of deputy principals

The data on figure 10 shows that most of the deputy head teachers have served in that capacity for a short duration of less than 5 years. Those who have served for over 5 years are very few.

This is clear indication that the turn-over rate of the deputy principals is very high. The post need to be improved to ensure that many teachers remain as deputy principals for a longer period.

Table 10: Experience as deputy principals

years	figures	%
1-5	22	88%
6-10	3	12%

The data on 11 table shows that the majority of the deputy principals pursuing their studies would wish to exit from their current institutions once they are through with their studies. It indicates that there is little satisfaction in being a deputy principal.

Table 11: In favor of retention and exit

Retention	23%	
Exit	77%	

RECOMMENDATIONS

The following recommendations are necessary in light with the findings.

- The Teachers Service Commission should ensure that recruitment and deployment of deputy principals is done on merit and the laid down policies are followed to the letter.
- The teachers service commission should come with a detailed schemes of service specifically for the deputy principals
- The post of deputy principals should be allocated responsibility allowance in order to make it more attractive.
- There should be some form motivation for the deputy principals.
- There should be frequent in-service training for the deputy principals which will enable them to be well equipped to cope with the challenges they face daily.

- Roles and the duties of the deputy principals should be well defined to avoid conflicts that arise in the institutions.
- The teaching workload for the deputy principals should be reduced to enable them to operate comfortably.
- The deputy principals should be given adequate support by the administration to make their work attractive.
- Deputy Principals should be exposed to programs like bench making so that they can learn more from others on how to improve their institutions.

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