

Research Article

Staffing Practices of the Teachers' Service Commission and Academic Performance in Public Primary Schools in Merti Sub-County, Kenya

Genevieve Wanjala

Department of Educational Administration & Planning University of Nairobi Kenya (Professor: Educational Planning)

*Corresponding Author
Genevieve Wanjala, PhD

Abstract: The aim of the research discussed in this paper was to determine the relationship between the staffing practices – such as recruitment, promotion and transfers- of the Teachers' Service Commission and pupils' academic performance in public primary schools in Merti sub-county, Isiolo County, Kenya. The research had one objective and one research question. Using descriptive survey research design the target population consisted of 29 primary schools with 29 Headteachers and 166 teachers all employed by the Teachers' Service Commission. Purposive and simple random samplings were used to select the respective head-teachers and teachers yielding a total sample size of 29 head-teachers and 145 teachers as actual respondents. Data were collected using questionnaires and analyzed using appropriate descriptive statistics including frequencies and percentages which were presented in form of tables, bar graphs and pie charts. The findings revealed that improper staffing practices influenced pupils' academic performance to a moderate extent. For instance, delay in promoting teachers coupled with ambiguity in teacher transfer procedures negatively affected their morale in teaching. The research recommends that the Teachers' Service Commission needs to develop fair criteria for deployment, transfer and promotion of teachers.

Keywords: Public Primary Schools, Staffing Practices, Teacher Recruitment, Promotion and Transfer, Teachers' Service Commission, Kenya.

1.1 INTRODUCTION

Education in Kenya is regarded as a vehicle that promotes socio-economic and political development and as a means to empower citizens for active participation in various forms of government programmes and projects. According to Omari, (2006) cited by Gituathi, (2012), the government of Kenya emphasizes on examination results, as an index of school efficiency. Yet studies conducted by UWEZO Kenya in 2012 indicated a serious problem in pupil's reading and arithmetical ability. The study ranked Isiolo County 30th position with 24% average reading and arithmetical ability in class 3 pupils. In Merti Sub-County this study shows, only 28% of class 3 pupils can read class 2 English stories, only 36 % of class 3 pupils can read class 2 Kiswahili story and only 25 % of class 3 pupils can do class 2 divisions. This performance was later manifested in the Kenya Certificate of Primary Education (KCPE) examination. This raises a lot of questions about the status of basic education in the county. Does the dismal performance have anything to do with teacher demand and supply? If so, what

message is being sent regarding to teacher management practices in the country?

1.1.1 The Concept of Pupils Academic Performance

Academic performance is measured by the examination results and is one of the major goals of a school. The said performance shows what the student has learned or what skills they have acquired and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. The results are given in a quantifiable figure or grade, whereby the descriptive assessment information is usually translated through grading system such as Grade Point Average, course scores and course grade (Richardson, 2008). Academic achievement is thus measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education (Gituathi, 2012). There are many factors that can influence the academic performance of a student, but this research focused on the teacher variable because as Ugoani, (2016) has pointed out, a teacher

Quick Response Code



Journal homepage:

<http://www.easpublisher.com/easiehl/>

Article History

Received: 30.11.2019

Accepted: 11.11.2019

Published: 26.11.2019

Copyright @ 2019: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

ensures that children learn; thence, a teacher plays a significant role in transmission of knowledge, skills and attitude necessary for attainment of institutional and national goals of education. More specifically, this study was restricted to investigating how human resource practices of the teachers' employer influenced pupils' academic performance in the schools. Furthermore, Too, (2005), recommends improvement in the teacher management practices if academic excellence is to be achieved. The head teacher as an immediate agent of the Teachers' Service Commission (TSC) has a responsibility of implementing human resource best practices such as checking professional documents, appraising teachers' performance and managing teachers' discipline, all of which enable him or her to monitor curriculum implementation (TSC Act, 2012).

1.1.2 Staffing Practices and Academic Performance.

Sangeetha, (2010) identified that staffing lies at the heart of how the business perceives the human resources required to sustain a competitive advantage over their competitors. The staffing process involves sourcing, advertising, interviewing of future employees, selecting and stationing the recruited employees. Staffing practices, therefore, include recruitment, promotion and a transfer of employees. The main purpose of recruitment is to attract enough and sustainable potential employees to make application for vacancies in a company (Nyambu, 2017). Mutembei and Tirimba, (2014) in a study on staffing process found out that strategic recruitment and selection positively correlated to employee performance. So, then, how significant are staffing practices to performance?

In England, recruitment and selection of teachers is a focus of the government to address the shortages and improve students' performance but it is greatly affected by budgetary allocations (Dessler, 2013). A study by Waiganjo, Mukulu and Kahiri, (2013) showed that selective staffing influenced school's performance and reduced work turnover in Kenya. Another study by Makau, (2018) found out that there was a positive correlation between teacher's performance and recruitment and selection in secondary schools in Machakos County.

It is very important that promotions be fair, based on merit and untainted by favouritism (Keshav, 2013). In Finland, according to Karachiwall, (2010) teacher promotion is flat cadre with the only progression career being application for the post of a school principal. A survey in England showed that most higher education institutions had clearly defined criteria for assessing teaching and learning activities when considering promotion (Cashmore, Cane and Cane, 2013). A survey in United States of America covering 25,000 elementary school teachers for seven years shows that teachers who were promoted and given

positions of institutional leadership were more effective in service delivery than the average teacher while the demoted teachers were less effective classroom teachers (Chingos and West, 2010). In Kenya, teacher promotion is based on existence of funded vacancies, minimum qualifications per grade and completing of self-sponsored Teacher Professional Development (TPD) Modules for both primary and secondary school levels of education. (TSC,2018). The complaints of teachers' stagnation in given job group, complexity and cost of TPD courses are plausible, (Kunyiha, 2016).

Teacher transfer is an agile alteration in assignment within the district, province or from one school to another (Esrom, 2013). Teacher transfers increase the workload for the remaining staff as replacements may not be done immediately and this compromises the quality of education and at times prompts the students to complain to the management (Mageto, 2014). In the United States of America, the development of school safety and discipline, provision of retention bonuses by rewarding a trainer who efficiently completes a duration of service in a location detailed as difficult to personnel has been a success in minimizing trainer transfer requests (Ingersoll, 2001). In Ghana a policy of posting of newly certified instructors in pairs appeared to work well as they drew strength from the ready-made friendship particularly in adversarial communities (Amoako, 2011). In Malawi, the education management information system (EMIS) information exhibits an association between lack of housing in a place and teachers' request for transfers (Mulkeen, 2005). In Kenya, newly recruited teachers are restricted from transferring before the end of five years to minimize teachers transfer in public schools (TSC Act, 2012). According to Wamulla, (2013), teacher transfer without replacement cause severe staff deficiency in a school. These results in some classes being left unattended and sometimes the present teachers take up extra loads to make up for absentee teachers. This leads to inconsistency and ineffective teaching and sometimes loss of valuable time meaning that students may not adequately cover the syllabus to effectively prepare for national examinations.

2.1 STATEMENT OF THE PROBLEM

Poor teacher management results to poor academic performance in schools in developing countries (World Bank, 2015). The analysis of the KCPE performance for past five years in Merti sub-county showed that, the mean score has been ranging between 222.4 to 202.8 marks. This was far below the average performance. Yet the neighbouring sub-counties have consistently improved in academic performance. This continued poor performance in KCPE was an indicator that not all possible avenues of improvement had been explored. Several factors lead to the poor academic performance. These range from teacher's job satisfaction, teacher qualification, heavy work load, absenteeism and opportunities for career

development. All these are human resource management practices. In fact, Gituathi, (2012) cited teachers' compensation, teacher-student ratio, commitment and discipline as influencing KCPE performance. Therefore, there was a need to establish the influence of staffing practices of the TSC on pupils' academic performance in public primary schools in Merti sub-county.

2.1.1 Theoretical Framework

This research was guided by the Human Resource Management theory of DeCenzo, Robbins and Owens, (1987). This theory postulates that proper management of staff directly translates into enhanced productivity and effectiveness on their part. The theory's key concepts are acquisition, development, motivation and maintenance of staff leads to good performance. The theory emphasizes the need for composition of the work force in line with organisation's five main objectives. These objectives include managing cost-effectiveness, balancing employees' potential, matching the organizations needs to employees' skills, career objectives and maintaining good relationship between organization's stakeholders. The strength of this theory is in the recognition that it is not enough to acquire, deploy and assign tasks to new staff. Organisations should recruit and develop its employees, assign them achievable work load, appraise them fairly and compensate them properly for the job done to increase their performance and effectiveness.

It was therefore expected that proper staff development programmes by TSC and Ministry of Education, appropriate compensation good appraisal system would enhance teachers' effectiveness. This also would lower work turnover, minimize transfers among the teaching staff in schools. Given the propositions of this theory, the research argues that TSC teacher compensation (Siameto, 2017), performance appraisal system (Joash, 2017), proper staffing practices (Makau, 2018) and teacher in-service training programmes

(Agneta, 2015) influence teachers' effectiveness and pupils' academic performance.

3.1 RESEARCH METHODOLOGY

3.1.1 Research Design

The descriptive survey design which involves observing and describing the behaviour of a subject without influencing it in any way was adopted for this research. This design was most suitable for this research because it enabled the collection of data from a large group of teachers and head teachers that can be analyzed for frequencies, averages and patterns so as to gain a better understanding of influence of the staffing practices of the TSC on students' academic performance in public primary schools in Merti sub-county without any manipulation on our part.

3.1.2 Target Population

According to Cooper and Schindler (2008), a population is defined as the aggregate pool of components about which an analyst aims to draw inferences from. Based on data from Merti Sub county Directorate of Education, there were 29 public primary schools, 29 head teachers and 166 teachers under the employ of Teachers Service Commission in Merti Sub County at the time of the research study.

3.1.3 Sample Size and Sampling Procedures

Mugenda and Mugenda (2003) propose that for descriptive surveys, a researcher should take at least 10% of the total population when the population sampled from is relatively large and at least 30% for a relatively smaller population depending on time and resources available to the researcher. The head teachers and teachers were chosen for this study because they are the main employees of the Teachers Service Commission at primary schools. There was no need to sample the head-teachers because they were few in number. Therefore, by census, all the 29 (100%) head teachers were used for the study. However, simple random sampling was used to select 5 teachers from all the sampled schools. There were a total of 174 respondents for the research as shown in Table 1.

Table 1 Sample Size

Category	Target Population	Sample Size	Percentage (%)
Head-teachers	29	29	100.0
Teachers	166	145	87.3

3.1.4 Research Instruments

The study used questionnaires to collect data from teachers and head teachers. The questionnaires had both open and closed ended questions. The structured questions were used in an effort to conserve time and money, get quantitative data as well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions helped in generating qualitative data. The questionnaire had six sections which included: section (A) Bio data of respondents, section (B) Staffing, section (C) In-service

Training, section (D) Compensation System, section (E) Performance Appraisal and section (F) was TSC Human resource practices and academic performance.

3.1.4.1 Validity of the Instruments

To ascertain whether the content of the questionnaire was appropriate and relevant to the study objective, the research instrument was piloted in five schools in a neighbouring Sub County in which five head teachers (17.2%) and 20 (13.8%) teachers were used. The analysis of the responses, determined that

while some items were valid, it was necessary to revise and modify a few items. This helped to eliminate ambiguous items and *ipso facto* improve the face and content validity of the research instruments.

3.1.4.2 Reliability of the Instruments

In this research study test-retest method was used to assess the reliability of the research instrument. After the first test the same questionnaires were administered to the same respondents after one week. A reliability coefficient was computed using Pearson – product moment correlation coefficient. For teachers’ questionnaire, the Cronbach alpha was 0.84, while that for the head teachers was 0.74. Since these coefficients were above the required threshold of 0.7, the instruments were considered reliable.

3.1.5 Research Objectives and Research Question

The Objective Of This Research Study Was:

1. To establish the influence of the staffing practices of the TSC on students’ academic performance in public primary schools in Merti sub-county.

To Achieve the Said Objective, the Research Was Guided By the Following Question

1. To what extent do TSC Staffing Practices influence students’ academic performance in public primary schools in Merti Sub-County?

4.1 RESEARCH FINDINGS AND DISCUSSION

This research was carried out between January and June of 2019. Out of the twenty-nine (29) questionnaires administered to head teachers 27 of them were completed and returned making a questionnaire return rate for the head-teachers to be 93.1 percent. Out of one hundred and forty-five (145) questionnaires

administered to teachers one hundred and forty-one (141) questionnaires were completed and returned demonstrating a 97.2% response rate This return rate was considered representative enough and adequate for analyzing and reporting results.

4.1.1 Research Question 1: To What Extent Do The Staffing Practices Of The Teachers’ Service Commission Influence Students’ Academic Performance In Public Primary Schools In Merti Sub-County?

The objective of this research was to establish the influence of the staffing practices of the TSC on students’ academic performance in public primary schools in Merti sub-county. The components covered in these practices included recruitment, promotion and transfers. However, in order to determine the said influence, it was necessary to first establish the perception of the said practices. The respondents who were teachers and headteachers were subjected to the same type of questions which were measured on a Likert scale. The scale used for coding the data was as follows; S.A -strongly agree was presented by value five (5), A- Agree coded as four (4), N- Neutral or Undecided coded as three (3), D-Disagree coded as two (2) and SD- strongly Disagree coded as one (1) Finally, data was computed and presented in various forms as discussed.

4.1.1.1 Tsc Staffing Practices = Teachers’ Opinion

The first category of respondents whose perspective was sought were the teachers. The staffing components covered included recruitment, promotion and transfers and their responses to the various items in the questionnaire are as shown in Table 2.

Table 2: Perception of TSC Staffing Practices (Teachers View)

	SD	D	N	A	SA
	%	%	%	%	%
TSC recruits teachers based on academic qualification	0	2.1	2.1	12.1	83.7
Teachers are fairly deployed to schools based on demand	43.3	33.3	1.4	14.2	7.8
TSC has clear procedures for fair promotion	90.1	9.9	0	0	0
Delayed promotion negatively affects my teaching	0	0	1.4	7.8	90.8
I am satisfied with TSC promotion criteria	95.0	5.0	0	0	0
If I work hard I will be promoted	58.2	35.5	2.8	2.1	1.4
TSC has clear procedure for fair teachers transfer	71.6	18.4	0	7.1	2.8
Delay in approving my transfer lowers my teaching morale	0	0	0	29.8	70.2
TSC does teachers replacement swiftly	71.6	27.7	0.7	0	0
TSC staffing practices influences KCPE performance	0	0	0	6.6	93.6

Table 2 shows that TSC recruits’ teachers based on their academic qualification as indicated by 83.7% of the respondents who strongly agreed with the statement. These findings concur with those of Mutembei and Tirimba, (2014) in a study on staffing process who established that strategic recruitment and selection positively correlated to employee performance. The findings further correlate with those of Makau, (2018) which established existence of a

positive correlation between teacher’s performance and recruitment and selection in secondary schools in Machakos County. This is because the TSC recruitment manual stipulates that the minimum requirement qualification for a primary school teacher is the possession of Primary Teacher Education (PTE) certificate.

Nevertheless teachers are not fairly deployed to schools based on the demand for teachers as indicated by 43.3% of the respondents that strongly disagreed and 33.3% who disagreed, with the notion that deployment was fairly carried out. These findings contradicted those of Amoako, (2011) in Ghana where there seems to be a fair and systematic policy of posting newly qualified teachers to schools in pairs so as to draw strength from the ready-made friendship especially in hostile communities. From the research findings, it appears that the TSC does not have a clear procedure for fair promotion of teachers as indicated by approximately 99% of the respondents. In addition, about 98.6% of the teachers agreed that delay in promotion negatively affected their teaching. Moreover, all the respondents (100%) were dissatisfied with TSC promotion criteria. What is more telling is that about 93.7% of the respondents believed that no matter how hard they worked, they would not be promoted. The findings of this research concurred with those of Kunyihya, (2016) where complaints of teachers' stagnation in given job groups, were plausible and ipso facto affected their teaching commitment in Tetu Sub-county.

On transfers majority of the respondents (90%) felt that TSC does not have a clear procedure for fair teachers transfer while only 10% were of the contrary opinion. All the respondents further were in agreement that delay in approving their transfers lowered their morale as indicated by 29.8% that agreed and 70.2%

that strongly agreed. When asked about teachers' replacement, majority of the respondents (99.3%) felt that TSC does not replace teachers that go on transfer or exit service swiftly while 0.7% were neutral. The findings correspond to those of Wamulla, (2013), who found out that teacher transfer without or with delayed replacement leads to poor academic performance in national examinations. This is because delay in replacing transfer and exiting teachers causes severe staff deficiency which results in some classes being left unattended thus loss of valuable time. This deficiency further often makes the remaining teachers to take up extra lessons and subjects to make up for absentee teachers. This inconsistency in teaching may be interpreted to mean that students may not adequately cover the syllabus to effectively prepare for KCPE. Clearly from the perspective of the teachers in this research, there is a relationship between the staffing practices of the TSC and academic performance as indicated by 6.6 % of the respondents that agreed and 93.6% that are strongly agreed.

4.1.1.2 Perception of TSC Staffing Practices = Head-Teachers' Opinion

The study further sought the views of the headteachers concerning the influence of TSC staffing practices on pupils' academic performance in Merti sub-county. The components covered included recruitment, promotion and transfers. The analysis of their responses on the questionnaire is as shown in Table 3.

Table 3: Perception of TSC Staffing Practices (Head teachers View)

N=27	SD	D	N	A	SA
	%	%	%	%	%
TSC recruits teachers based on academic qualification	0	0	3.7	18.5	77.8
Teachers are fairly deployed to schools based on demand	40.7	22.2	11.1	14.8	11.1
TSC has clear procedures for fair promotion	66.7	29.6	0	3.7	0
Delayed promotion negatively affects my teaching	0	7.4	0	25.9	66.7
I am satisfied with TSC promotion criteria	7.4	14.8	7.4	51.9	18.5
If I work hard I will be promoted	0	7.4	14.8	22.2	55.6
TSC has clear procedure for fair teachers transfer	48.1	40.7	0	7.4	3.7
Delay in approving my transfer lowers my teaching morale	0	0	0	29.6	70.4
TSC does teachers replacement swiftly	77.8	22.2	0	0	0
TSC staffing practices influences KCPE performance	0	0	0	29.6	70.4

Table 3 shows most headteachers felt that TSC recruited teachers based on their academic qualification as indicated by 77.8% of the respondents who strongly agreed. . . Similarly, most headteachers just like teachers felt that TSC does not deploy teachers to schools in a fair manner or based on the demand. as indicated by 40.7% of the respondents that strongly disagreed and 22.2% who disagreed with the statement as is.

Concerning teachers' promotion, most head teachers were of the view that TSC does not have a clear procedure for fair promotion of teachers as shown by 66.7% that strongly disagreed and 29.6 % that disagreed while only a few(3.7%) agreeing to the

proposed statement. These findings seem to be in concurrence with the situation in England where a survey by Cashmore, Cane and Cane, (2013) showed that most education institutions had clearly defined criteria for assessing teaching and learning activities when considering promotion of teachers. About 92.6% of the head teachers also agreed that delays in promotion negatively affected their teaching while 7.4 % disagreed.

Contrary to the majority of teachers' views, about 70.4% of headteachers were satisfied with TSC promotion criteria. A big proportion of them further felt that if they worked hard they would be promoted as

indicated by about 77.8% that agreed and strongly agreed with the statement on this issue. The findings correspond with a survey in United States of America by Chingos and West, (2010) covering 25,000 elementary school teachers for seven years which showed that teachers who were promoted and given positions of institutional leadership were more effective in service delivery than the average teacher. It is important to note, though, that most of the headteachers were satisfied with the existing TSC promotion criteria since they were the greatest beneficiaries of the collective bargaining agreement (2017-2021) between the TSC and teachers unions which elevated them to new job groups thus higher salary bands.

Concerning teachers' transfers majority of the respondents (88.8%) felt that TSC does not have a clear procedure for fair teachers transfer while only 11.1% agreed that TSC has a clear procedure for fair teachers transfer. Just like the teachers, all the head teachers were in agreement that delay in approving their transfers lowered their morale as indicated by 29.6 % that agreed and 70.4% that strongly agreed with the statement regarding this issue. . When asked about teachers' replacement, all the head teachers 100% felt that TSC does not replace teachers that go on transfer or exit service swiftly as indicated by 22.2% that disagreed

and 77.8 % that strongly disagreed to the proposition in the questionnaire. These findings concur with other findings such as Ariko and Simatwa (2011) which link teacher transfer to poor academic performance. Therefore, this means that most of the schools have been receiving a high number of teacher transfer requests from teachers intending to leave their schools especially non-local teachers than those wanting to join them. To avert the shutdown of schools, the approval of transfers is delayed which in turn lowers the morale of the affected teachers. This could perhaps serve as a pointer to the performance gap in the students in the national examinations.

4.1.2 Influence of TSC Staffing Practices on KCPE Performance

The research also sought to find out from teachers and headteachers whether presence or absence of systematic and effective TSC staffing practices in schools had any influence on pupils' academic performance in KCPE. To do this it was necessary to first establish the Mean Scores or Grades of schools for a period of time, measured against a given statement as shown in Table 4. Teachers in my school are enough, qualified, fairly transferred and replaced swiftly by TSC.

Table 4. Influence of TSC Staffing Practices on KCPE Performance

Average KCPE Mean for the last Four (4) Years						
N=Schools	2015	2016	2017	2018	Average	
Yes	8	245.5	220.7	228.4	227.3	230.5
No	21	213.6	203.4	209.2	202.4	207.2

As shown in table 4 schools in which teachers are enough, qualified, fairly transferred and replaced swiftly by TSC performed better than those without proper staffing practices. From the years 2015 to 2018, schools with high staff performed better than the rest by having an average mean of 245.5, 220.7, 228.4 and 227.3 respectively. Their average mean for four years was 230.5. These findings confirm those of Busienei, (2013) who found out that organisation's best staffing practices namely; selective recruitment, assigning of duties, diffusion of information, team working transfers and promotions of employees could improve organizational performance. The research further revealed that absence of systematic and effective TSC staffing practices in schools led to lower academic performance in KCPE as compared to those with effective staffing practices. From the years 2015 to 2018, schools with low staffing had a lower academic performance by having an average mean of 213.6, 203.4, 209.2 and 202.4 respectively. Their average

mean for four years was 207.2. These findings concur with that of a study by Mageto, (2014) which pointed out that delayed teachers' transfers, replacements and undefined criteria of promotions compromises the quality of education leading to students' dissatisfaction, inadequate preparations and eventually culminating to poor performance in national examinations. Schools without proper staffing practices performed poorly due to inconsistency in teaching as a result of delayed replacement of teachers, teachers were demoralized due to delay in promotion as well as high workload of teachers because of unfair distribution of teachers to schools.

4.1.2.1 The Extent to Which TSC Staffing Practices Influence Academic Performance

The research went further to establish the extent to which TSC staffing practices influence pupils' academic performance in their schools. Figure 1 shows analysis of their responses.

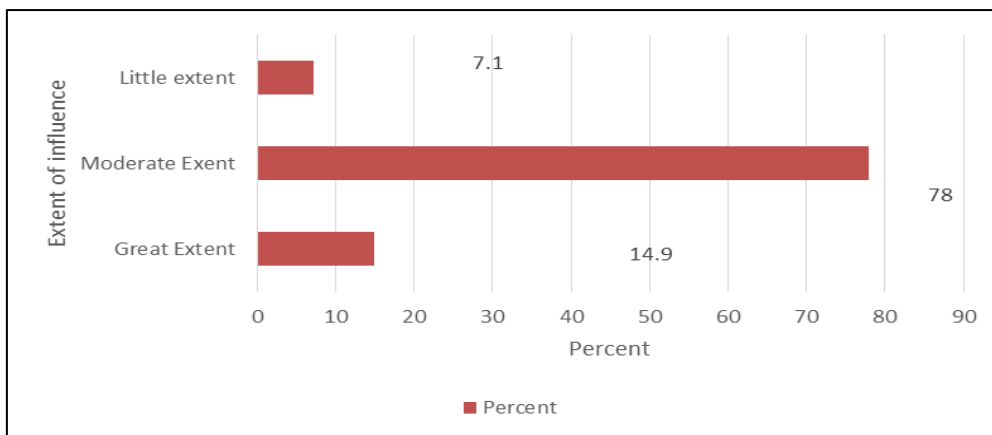


Figure 1: The extent to which TSC Staffing Practices Influence Learners' Academic Performance (Teachers View)

Clearly a majority (78%) of the teachers posited that TSC staffing practices influences learners' academic performance in KCPE to a moderate extent while 14.9% said it influenced academic performance in KCPE to a great extent while 7.1% said it influenced academic performance in KCPE to a little extent. On

the other hand, as show in Figure 2, about 81.5% of the head teachers said that TSC staffing practices influence the academic performance in KCPE to a moderate extent, 11.1% to a great extent while 7.4% to a little extent.

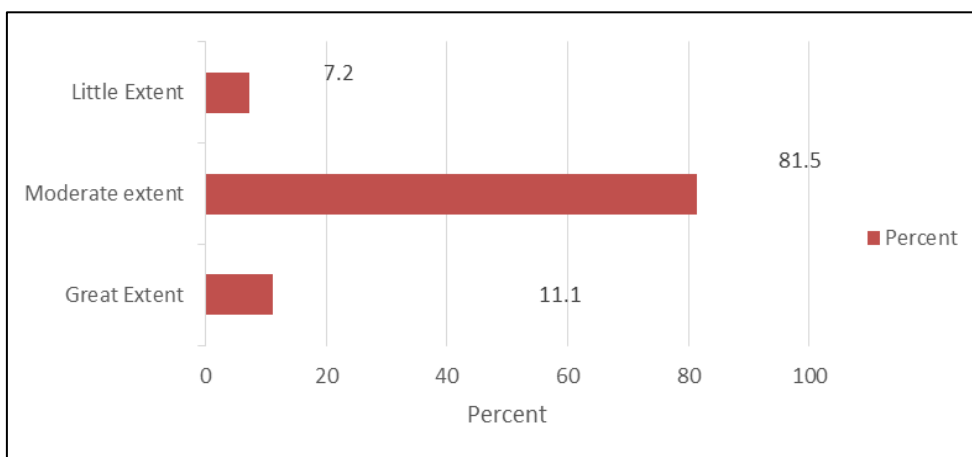


Figure 2: The extent to which TSC Staffing Practices Influence Learners' Academic Performance (Head teachers View)

The findings illustrate that TSC staffing practices affect academic performance to a great extent as expressed by the teachers and head teachers thus it is a major human resource factor affecting KCPE performance in public primary schools in Merti sub-county. The findings are in line with Nyambu (2018) who established that strategic human resource staffing was very significant to employee performance and with every improvement in strategic staffing; there will be an increase in employee performance when all factors are held constant.

5.1 CONCLUSIONS AND RECOMMENDATIONS

5.1.1 Conclusion

The research has established that Staffing practices influenced pupils' academic performance to a moderate extent, in the sense that schools with enough qualified teachers, fairly transferred and replaced swiftly by TSC performed better that those without

proper staffing practices. The results also showed that TSC recruited teachers based on set academic qualification. However, there may be need for the some revision of the criteria for deployment of teachers to schools to ensure fair distribution of teachers depending on each school's demand so as to maintain an appropriate teacher-pupil ratio in all schools. The study further established that the delay in promoting teachers negatively affected their teaching and commitment. It has also been noted that TSC does not seem to have clear promotion procedures for teachers. This lack of clear guidelines discouraged teachers from working hard. In addition, the procedures for fair teachers' transfers were not clear as the TSC did not replace the transfers and exiting teachers swiftly. Moreover, delay in approving teachers' transfers lowers their morale which in turn leads to poor academic performance.

5.1.2 Recommendations

The research study recommends that Teachers Service Commission through the Directorate of Teacher Management develop clear and non-discriminative criteria for deployment of teachers to all schools to ensure fairness as well as develop a clear, adaptable and transparent guideline for promotion and transfer of teachers taking into consideration the rights of the child 'and international labour guidelines.

REFERENCES

1. Abdullah, N., Shonubi, O., Hashim, R., & Hamid, N. (2016). Recognition and Appreciation and its Psychological Effect on Job Satisfaction and Performance in a Malaysia IT Company: Systematic Review, *OSR Journal of Humanities and Social Science (IOSR-JHSS)* 21(9) Ver. 6 PP 47-55e-ISSN: 2279-0837, p-ISSN: 2279-0845
2. MARY, A. A. (2010). *Factors affecting teacher retention in government-aided secondary schools in Eastern Uganda* (Doctoral dissertation, MAKERERE UNIVERSITY, KAMPALA).
3. Agneta, N.B. (2015). Influence of Strengthening Mathematics and Science Education on Pupils Science Performance in Public Primary Schools in Samia Sub-County, Kenya. *University of Nairobi Online Repository*.
4. Aguinis, H., & Pierce, C. A. (2008). Enhancing the relevance of organizational behavior by embracing performance management research. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 29(1), 139-145.
5. Alger, E. (2014). Teacher Incentive that Works: A Global Survey of Programs that Improve Student Performance, Barbara Mitchell Centre for Improvement in Education. Accessed from: <https://www.fraserinstitute.org/sites/default/files/teacher-incentive-pay-thatworks.pdf>
6. Amoako, P. (2011). Identifying pull and push factors of health workers in rural Ghana: a case study-Mpohor Wassa East District in the Western Region [Ph. D. thesis]. *Kwame Nkrumah University of Science and Technology, Kumasi, Ghana*.
7. Argon, T., & Limon, I. (2016). Strategic human resource management and organizational innovativeness in private schools. In *2nd International Conference on Lifelong Learning and Leadership for All (Iclcl 2016)* (pp. 649-655).
8. Ariko, C. O., & Simatwa, E. M. (2011). Factors influencing secondary school Teacher transfer requests in Suba district, Kenya: Analytical Assessment. *Educational research*, 2(7), 1270-1280.
9. Aswathappa, K. E. M. A. L. (2005). *Human resource and personnel management*. Tata McGraw-Hill Education.
10. Babbie, E.R. (2010). The practice of social research. *Belmont, Calif: wadsworth Cengage, Chicago*.
11. Best, K.V. (2011) *Research Methods in Education*. Prentice hall pvt New Delhi.
12. Mutahi, N., & Busienei, J. R. (2015). Effect of human resource management practices on performance of public universities in kenya. *International Journal of Economics, Commerce and Management*, 3(10), 696-735.
13. Busienei, J.R. (2013). Effect of Business Strategy and Organizational Structure on the Relationship between Human Resource Strategic Orientation and Performance of Private Manufacturing Firms in Kenya; (*Unpublished PhD Thesis*), University of Nairobi.
14. Cashmore, A., Cane, C., & Cane, R. (2013). Balancing Promotion in Higher Education Sector: Is teaching excellence rewarded? Heslogton: *The higher education academy*.
15. Chingos, M. M., & West, M. R. (2010). Do More Effective Teachers Earn More outside of the Classroom? Working Paper Series. PEPG 10-02. *Program on Education Policy and Governance, Harvard University*.
16. Cooper, D., & Schindler, P. (2008). *Business Research Methods*. (12th Ed.). New York, NY: Irwin/McGraw-Hill.
17. Decenzo, D., A & Robbins, S.P. (1988). *Personnel and Human Resource Management: Third Edition Practices Hall, New Dehl India*.
18. Dessler, G. (2013). *Human resource management*. (13th Ed.). Essex, UK: Pearson Education Limited.
19. Di Liberto, A., Schivardi, F., & Sulis, G. (2014). Managerial Practices and Students' Performance. *Bonn, IZA Discussion Paper No. 8475*.
20. Education Resource Strategies. (2012). *Strategic Design of Teacher Compensation*. Watertown: Education Resource Strategies.
21. Esrom, T.J. (2013). Issues and challenges in teacher recruitment and retention. *Department of Education, Gombe State University, Gombe, Nigeria*.
22. Fryer, R.G. (2017). "Management and Student Achievement: Evidence from a Randomized. *Field Experiment*", *NBER Working Paper No. 2343*.
23. Githuathi, N.G. (2012). Human resource factors influencing pupils' performance in Kenya certificate of primary education in Thika west district, Kiambu county, Kenya. *Nairobi: (unpublished master's thesis), University of Nairobi*.
24. Ingersoll, R. (2001). The Teacher turnover and teacher shortages: An organizational analysis. University of Pennsylvania. Effectiveness in Curriculum Evaluation in Kenyan Public Secondary Schools: *Academic Journal of Interdisciplinary Studies*.

25. Karachiwall. (2010). Promotion incentives and Teacher effort in China. *London: Doctoral Dissertation University of Oxford.*
26. Keshav, P. (2013). Internal Sources and Methods of Recruitment. *Academy of Management Journal, 38, 635-672.*
27. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques. New Delhi: Wiley.*
28. Kunyiha, E.W. (2015). Influence of teachers' service commission human resource management practices on teacher commitment in Tetu Sub-county, Nyeri. *Nairobi: University of Nairobi Online Repository Masters Project.*
29. Mageto, W.O. (2014). Influence of Teachers' Transfer on Student Academic Performance in Public Secondary Schools in Kenya. *University of Nairobi masters of education project. University of Nairobi Repository.*
30. Makau, D.W., & Phelgonah, G. (2018). Recruitment and Selection Process on the Performance of Teachers in Machakos County International: *Journal of Social Science and Humanities Research (Online) 6 (1), Pp: (495-498).*
31. Mugenda, O.M., & Mugenda, A.G. (2003). *Research methods: Quantitative and qualitative Approaches. Nairobi: African Centre for Technology Studies.*
32. Mulkeen, A. (2005). Teachers for Rural Schools: A challenge for Africa. African Region World Bank Working Document. *Addis Ababa: World Bank. September.*
33. Mutembei, G., & Tirimba, O.I. (2014). The role of HRM strategy in Organizational Performance in Kenya. *International Journal of Scientific and Research Publications, 4(10), 67-94.*
34. Nyambu, M. (2017). Effect of strategic human resource management practices on employee performance in institutions of higher learning: a case study of United States International University – Africa. *Nairobi: United States International University.*
35. Omari, I.M. (2006). The Quality of Primary Education in Tanzania. *Nairobi: Man Graphics.*
36. Owens, R. (1987). *Effective Management in Primary Schools, Oxford: Allan Blackwell Ltd.*
37. Rathnaweera, N.M. (2010). Do HRM practices impact Employee satisfaction, Commitment or retention? (Empirical studies of Sri Lankan public sector Banks). *University of Agder, Faculty of Economics and Social Sciences, Department of Business Administration.*
38. Republic of Kenya. (2012). *Basic Education Act. Nairobi. Government Printer.*
39. Republic of Kenya. (2012). *Teachers Service Commission Act. Nairobi: Government Printer*
40. Richardson, A.R. (2008). An Examination of Teacher Qualifications and Student Achievement in Mathematics etd.auburn.edu/etd/bit stream/handle/Richardson Antoine_8.pdf
41. Sangeetha, K. (2010). Effective Recruitment: A Framework. *IUP Journal of Business Strategy, 7(1/2), 93-107.*
42. Siameto, D.S. (2017). Influence of human resource management practices on teachers' commitment in public secondary schools in Narok North sub-county: a case of teachers' service commission. *Kenya (unpublished masters' project, university of Nairobi.*
43. Sturman, L. (2002). Contented and committed? A survey of quality of working life amongst teachers. *National Foundation for Education Research News.*
44. Too, J.K. (2005). Quality of free primary Education in Kenya, The Educator, School of Education Moi University, *Moi University Press, Eldoret.*
45. TSC. (2018). *Career Progression Guideline for Teaching Service. Nairobi: Teachers Service Commission.*
46. Ugoani, J.N. (2016). Education Corruption and Teacher Absenteeism in Nigeria. *Independent journal of management and production, 7 (2) 546-566.*
47. UNESCO. (2009). Guidelines for the design and effective use of teacher codes of conduct. *Paris: UNESCO.*
48. UNESCO. (2017). Accountability in the education sector: Meeting our commitments; *the case of Ghana. Accra: UNESCO.*
49. UNSECO. (2015). *Education for All: The 2015 National Review. UNSECO: Nairobi.*
50. Kenya, U.W.E.Z.O. (2012). Are Our Children Learning? Annual Learning Assessment Report Kenya 2012. *Nairobi: Uwezo Kenya at Twaweza.*
51. Waiganjo, E.W., Mukulu, E., & Kahiri, J. (2013). Relationship between Strategic Human Resource Management and Firm Performance. *International Journal of Humanities and Social Sciences, 2(10), 234-251.*
52. Wamulla, A.J. (2013). Factors influencing academic performance in Kenya certificate of secondary education examinations in private schools in Kenya. *Nairobi. University of Nairobi.*
53. White, M., & Bryson, A. (2013) 'Positive Employee Attitudes: How Much Human Resource Management Do You Need?' *Human Relations, 66 (3), 385-406.*
54. World Bank. (2015). *Service Delivery Indicators: Education and Health: World Bank; Kenya report.*