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## Teachers Service Commission Effectiveness in Enhancement of Students' Academic Performance in Public Mixed Day Secondary Schools in Bondo Sub – County, Kenya

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### **Abstract:**

*The desire to have academic achievement for all Kenyan children is one of the objectives of Education, and Stakeholders in education such as principals, deputy principals, sponsor churches of schools, parents, Ministry of Education, Teachers Service Commission and Board of Management play a key role towards the achievement of this objective. The government of Kenya provides trained teachers, allocates financial resources, has established Quality Assurance Directorate and facilitates in-service training for principals and teachers. However, with all these measures in place, students in Public Mixed Day secondary schools' performance in Kenya Certificate of Secondary Education has remained low for the last five years with corresponding mean scores as follows:2014-5.179; 2015-5.064 and 2016-4.6033;2017-4.766;2018-3.398. The study is therefore aimed at finding out the effectiveness of Teachers Service Commission in enhancement of students' academic performance in Public Mixed day secondary schools in Bondo Sub – County. This study was based onCombs(1970) educational planning theory. The study used mixed method approach and specifically concurrent triangulation research design. The study population was 38 principals, 38 Deputy Principals, 38 Director of studies, 38 Board of Management chairmen, 38Parents Association chairmen, 1 Sub County Quality Assurance and Standards Officer,1 Sub-County Teachers Service Commission officer and 3Sponsor church education secretaries giving a total of 195 respondents. Saturated sampling technique was used to select 38 principals, 38 Deputy Principals, 38Director of studies, 38 Board of Management chairmen, 38Parents Association chairmen, 1 Sub County Quality Assurance and Standards Officer and 1 Sub County Teachers Service Commission Officer. Data was collected by administering questionnaires and interview schedules. To ensure validity of the research instruments, experts from the department of educational management and foundations were consulted and their input incorporated in the final document. Reliability of the instruments was determined by piloting the instruments in 3 Public Mixed Day secondary schools which constituted more than 10% of the population. Data collected by questionnaires were analysed using descriptive statistics in the form of percentages; means, frequency counts and Pearson correlation coefficient while qualitative data from interviews and open-ended questions were analysed using Thematic Analysis. Data obtained from document analysis were analysed using content analysis in form of tables. Findings of this study may be significant to education managers in improving standards of students education, help educational policy makers come up with policies that may enhance students' academic achievement in Public Mixed Day secondary schools, and make parents know their effectiveness in provision of learning resources and sponsors may also benefit from knowing their effectiveness in providing funds to enhance students' academic performance in Public Mixed Day secondary schools. Conclusions, recommendations and concerns for further research were made in light of the findings of the study.*

**Keywords:** Teachers service commission effectiveness, school efficiency, enhanced students' academic performance

### **1. Introduction**

The growing demand for and expansion of education, has made countries to perceive parents, teachers, and governments as key stakeholders in and not just the recipients of education. Gross and Godwin (2005) defined stakeholders as individuals who stand to gain or lose from the success or failure of a system. They also identified education stakeholders as parents, sponsor churches of Schools, ministry of education, teachers, teachers' service commission and board of management. According to Short and Greer (2010), teachers and students are very significant as they play an interactive contribution in the education process and none of them can function without the other.

In an ideal situation selected stakeholders were expected to offer effective support in enhancing students' academic performance for instance the board of management were required to offer financial support and management while sponsor churches were to do the same besides moral and ethical lessons among others (Eurydice, 2010). However the situation seen in many countries in sub-Saharan Africa was quite opposite, despite the fact that all schools had the identified stakeholders meant to steer them towards students' academic performance as asserted by Organization for Economic Co-operation and Development (2010). In United Kingdom the department of Education was committed in creating a world-class state education system. Its vision was for a highly educated society in which opportunity was more equal for children and young people no matter what their background or family circumstances (Department for Education 2012).

The British government aimed in raising her education standards and achievement in order to close the gap between the rich and the poor as it improved on effectiveness and efficiency of the British government (Dfe, 2012). To address appropriate education by facilitating students' academic achievement in Britain, the National College for Leadership worked to develop and inspire great leaders of schools in improving efficient leadership in schools for better teaching and a range of professional development. Eurydice (2010), asserted that it was the sole responsibility of the British government to ensure provision of education that catered for students' academic performance for all unlike Kenya that still relied on mass education other than a focus on academic performance for efficiency and effective service delivery. Students' academic performance in Kenya as highlighted in Basic Education Act 2013 rested on some key stakeholders such as Ministry of Education (MoE) which registered schools and ensured adherence to education policies; while Board of Management, teachers, Parents and Sponsor churches all had roles leading to disparity in students' academic performance. Teachers Service Commission (TSC) as a constitutional office hired and fired teachers among other roles as spelt out in TSC Act 2012. However, the roles of the identified stakeholders had created gaps towards school efficiency in the students' academic achievement in Public mixed day secondary schools in Kenya and this prompted the researcher in identifying the gaps under looked by TSC as an externally selected educational stakeholder.

## 2. Literature Review

It is also important to note that since independence the Kenyan government had introduced several measures to ensure relevance and quality in education for academic performance Republic of Kenya (2008). For instance, the appointment of several commissions and committees such as the Ominde Commission (1964), Gachathi Committee (1976), Kamunge Report (1988) and Koech Report (1999) were important initiatives intended to enhance students' academic performance in educational institutions. With the establishment of Education Assessment Division (Directorate of Quality Assurance) at the National, County and Sub-County levels was also another move towards achieving students' academic performance as explained in (Republic of Kenya, 2012). The government's increased allocation of resources towards education sector was evidence that the government was concerned with the students' academic performance. The government allocation was about 25% of her total recurrent expenditure on education (Republic of Kenya, 2012) as a step towards enhancement of relevant education.

Subsequently, the government appointed a presidential working party on education and training in 1988 to study the education sector and recommend ways of ensuring the delivery of education and training services, within the limits of the constrained economic conditions (Republic of Kenya, 1988). The aforesaid report recommended the introduction of cost sharing in education by the government and other stakeholders like parents and local communities. The Report was then accepted by the government in sessional paper No.6 on education and Training for the next decade and beyond (Republic of Kenya, 1988). According to the Republic of Kenya (2009), some secondary schools reported teacher deficits of as high as eight in key subjects. The worst hit schools being newly constructed where the principal was the only trained TSC teacher while majority of the teachers, who were employed by Board of Management (BoM), were from four school leavers waiting for admission to universities and colleges (TSC 2010). Such challenges impacted negatively on students' academic performance in public mixed day secondary schools in Bondo Sub-County that appeared to be on downward trend.

Students in public mixed day secondary schools who hardly attain an average mean grade of C+ was particularly disturbing the general public especially those in areas where such schools were situated. Comparatively, KCSE results released in 2014, the best student nationally came from a national School in the same Sub-County which neighbours several public mixed day secondary schools in Bondo Sub-County as indicated in Sub-County Education Office Bondo (2014). Similarly, KCSE of 2014 the result of students from a national school in the region was good with the mean of 10.9525 against 5.1793 of students from public mixed day secondary schools in Bondo Sub-County. The same applied to neighbouring sub Counties within Siaya County which performed better than those in Bondo Sub-County. The cabinet secretary of MoE (2016) in the policy paper stopped payment of extra Levies from parents in public primary and secondary schools and this impacted on students' academic performance. This study therefore was conducted to assess the effectiveness of TSC as body responsible for hiring and management of teachers in enhancement of students' academic performance in public mixed day secondary schools in Bondo Sub-County.

When the KCSE results were released, Sub-County Education Officer Bondo (2018) observed that students continued to perform dismally. Only 1 student secured top 100 position nationally and none of them came from public mixed day Secondary schools of Bondo Sub-County which was so disturbing. Subsequently a directive was given by Bondo Sub-County Education Board (2018) that, assessment be done so as to find out why students in public mixed day secondary schools in Bondo Sub-County register such dismal performance.

According to Basic Education Act 2013, the role of key stakeholders such as Teachers Service Commission was to ensure that students attain higher academic performance in secondary education. The purpose of the study therefore was to examine the Teachers Service Commission effectiveness in enhancement of students' academic performance in public mixed day secondary schools in Bondo Sub-County. The study attempted the question: How does Teachers Service Commission effective in enhancement of students' academic performance in public mixed day secondary schools in Bondo Sub - County?

The findings of this study might be useful to parents in enhancement of students' academic performance in public mixed day secondary schools in Bondo Sub-County.

The findings of this study might also give information to the Ministry of Education, BoM, sponsor churches, administrators and Teachers Service Commission on how to be effective on motivating the teachers and students in order to improve on their examination grades. It may also specify to the various educational stakeholders their roles towards School efficiency as they effectively provide and develop infrastructure in public mixed day secondary schools.

This study may also be useful to school administrators and sponsor churches in the effective management of discipline of students in public mixed day secondary schools.

Conclusions, recommendations and concerns for further research were also made in light of the findings of the study. The study covered all public mixed day secondary schools in Bondo Sub-County. The study collected data from eight categories of stakeholders namely; principals, Deputy Principals, Director of Studies, SCQASO, PA Chairpersons, Sponsor Churches, SCTSCO and BoM Chair Persons'. The study was only concerned with TSC effectiveness in enhancement of students' academic performance. The study was grounded on Combs (1970) education planning theory on Social demand and Manpower approach together with a conceptual framework.

### 3. Research Design

This study used the concurrent triangulation design within a mixed methods approach. Creswell (2008) defined concurrent triangulation as a case where the researcher utilizes quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. Teddie (2008) further explained that in this design the investigator collects both forms of data at the same time during the study and then integrates the information in the interpretation of the results. This design was preferred for the present study since it enabled quantitative analysis to be corroborated by qualitative data obtained through the use of questionnaires and interview schedules. Additionally, this design directly compared and contrasted quantitative statistical results with qualitative findings because their characteristics complemented each other (Terrell, 2012).

This study was carried out in public mixed day Secondary Schools in Bondo Sub - County of Siaya County, Kenya. It lies between latitude 0<sup>0</sup> to 30<sup>0</sup> south of the Equator and longitude 30<sup>0</sup> to 34<sup>0</sup> East. Educationally, there were institutions of higher learning within the county like Jaramogi Oginga Odinga University of Science and Technology, Ratiya Technical Institute and Bondo TTC. In an assessment report at Sub County Quality Assurance Office (SCQASO) Bondo (2018), most students' in public mixed day secondary schools had libraries which were not well stocked for students, classrooms were overcrowded and inadequate space where students could carry out games activities to keep them fit and alert. The area was suitable for this study because most students were enrolled in public mixed day secondary schools and have been registering low academic performance as compared to those in National, County schools and other Sub County schools within the Siaya County.

The population of this study comprised 38 principals, 38 Deputy Principals, 38 BoM, 38 PA, 38 DoS, 3 Church Education Secretaries, 1 SCTSCO, 1 SCQASO. The total study population were 195 respondents. Saturated sampling technique was used to select all Principals, Deputy Principals, 3 Church Education secretaries, 38 BoM Chairmen, 38 PA Chairmen, 1 SCTSCO, 1 SCQASO and 38 Director of studies. Saturated sampling was applicable in this study in order to ensure equal representation of government aided public mixed day secondary schools. Saturated sampling was more relevant in the present study as (Brag, 2011) states that 33% of the population to be studied is an acceptable representation of the study, while in the present study all 195 respondents were manageable to give a fair representation of the whole.

Research instruments are the fact-finding strategies which involves the tools for data collection. Such tools include questionnaire, interview, observation and reading documents Godfred (2016). The instruments that were used to collect data were the questionnaires, interview schedules and document analysis guide.

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Creswell, 2014). If such data is a true reflection of the variables, then the influences based on such data would be accurate and meaningful. Methodological triangulation Cohen et al., (2011) would be used to reduce the weaknesses and partiality that might emerge from using only one method of data collection. Triangulation is explained by Cohen et al., (2011) as an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint. Data from different generated methods were woven together, so as to compare and contrast the issues emerging from one source with further sources. Direct quotations were used as evidence to provide a thick description of what was happening in the schools from the participant's knowledge, experiences and feelings Cohen et al. (2011). Member checking was also used so that participants could clarify errors or issues identified in the data and to provide the participants with the opportunity to add missing information. Lietze et al. (2013) affirm that member checking also known as respondents' validation allows participants to review findings from the data analysis in order to confirm or challenge the accuracy of the work.

The researcher also ensured the content validity, results from the ratings which were computed using the following formula as Adopted from Amin (2011).

Content Validity Index (CVI) =  $\frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$

This resulted in to a Content Validity Index of 0.66(66%) meaning that the instrument was valid.

To further ensure validity of the research instruments, members of the School of Education at Jaramogi Oginga Odinga University of Science and Technology who were experts in this area of study scrutinized the research instruments. Their suggestions were incorporated in the questionnaires before preparing the final copy.

Before the instruments were used to collect the data for the study, a pilot study was conducted in three of the schools out of the area. This ensured that the researcher got intended information from the questionnaires. The pilot study helped to identify the problems the respondents would encounter while filling them. According to Saunders (2012) a pilot study is important in testing validity of the research instruments and ensuring clarity of the language used. In this study, pilot testing of research instruments was done in three schools in the neighbouring Sub- County of Rarieda. This was because; Rarieda Sub-County was part of Bondo Sub –County until recently when it was curved out of Bondo Sub-County. As such the two Sub Counties shared much of academic orientations. The selection of three schools was done using 2018 KCSE results order of merit list selected from nine public mixed day secondary schools in order to obtain the 3 systematically selected schools.

Questionnaires were administered to the respondents and interpretation of responses, alternatives and queries carried out. Pilot study was conducted before the actual administration of the instruments. During the pilot study, the researcher also verified if the questions were comprehensive in the questionnaires as intended and the overall pilot test results discussed with the supervisors and adjustments made appropriately. The study verified the responses to assess the understanding of the questions in the instruments. Changes were made accordingly after discussions with supervisors and peer research students of doctorate and master levels who agreed that the questions were appropriate for the information intended. Corrections were made on the documents before they were finally used to collect data. Data collection procedure involves an on-going process where data is continuously collected and analysed almost simultaneously Cohen (2011). In this process the research permit was sought from the National Commission for Science, Technology and Innovation through the Director of School of post-Graduate Studies, Jaramogi Oginga Odinga University of Science and Technology. Letters notifying the principals of the intended research was dispatched two weeks before the researcher visited the schools. This enabled the respondents to prepare and set aside time for the researcher to collect data.

The researcher personally visited all the schools in three phases. Phase one was for familiarization and delivering letters of introduction for the intended study. During phase two, the researcher visited the school after two weeks to collect the filled questionnaires and booked dates for conducting interviews. During phase three, the researcher conducted interviews with the Deputy Principals, chairmen BoM and PA. Each interview lasted a maximum period of one hour and was conducted within the school or at a convenient site chosen by the interviewee. The total period of data collection was three months.

The study used both quantitative and qualitative data in an attempt to confirm, cross-validate and corroborate findings within the study. In this study quantitative data was analysed using both descriptive and inferential statistics. The information for each item on the questionnaire was processed and a report made through descriptive narrative Mumo, Kadenyi and Kiboss (2014). The descriptive statistics was used to describe and summarize the data in form of tables, frequencies and percentages (Saunders, 2012). The percentages and frequencies were used as they easily communicated the research findings to majority of readers (Musungu and Nasongo, 2008). The inferential statistics in form of correlation coefficients, frequency counts and averages were used to make inferences and draw conclusions. Inferential statistics focused on the correlation analysis and it was used to establish the relationship between the students' academic achievement and input of stakeholders in various variables towards students' academic achievement in public mixed day secondary schools in Bondo Sub- County. The Statistical Package for Social Sciences, (SPSS) version 22 was used to analyse the data.

Qualitative data from in-depth interviews and documentary analysis was analysed thematically in line with the research objectives and reported in narrative and direct quotations of respondents. Creswell (2012) and Braun and Clarke (2006) indicated that thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. Thereafter, the data was interpreted as per the themes that emerged. Ethical considerations in research are usually taken care of as explained by (Denzin& Lin 2011,Oso& Onen,2011) who observed that fundamental ethical issues arise from the problems scientist investigate and the method they use which range from confidentiality, cultural diversity, disclosure, informed consent, risk assessment or the impact the research would have on the lives of participants and problems of potential deception and negligence during research. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants 'Ethical considerations are an accumulation of values and principles that address questions of what is good or bad in human affairs' (Australian Law Reform Commission and Australian Health Ethics Communication, 2015). Before data collection an introductory letter was done to the secondary schools' administration to participate in the study. The letter explained caution to be taken to protect the respondents' privacy and their physical and psychological needs. The respondents' confidentiality of any information given during the process of data collection (APA, 2010) was ensured by not using the names of the participants and schools where data was taken. In conducting the study, therefore, explanations about its aims were made to the respondents, so as to obtain their informed consent.

Anonymity of the respondents was also assured and the data they provided was treated with utmost confidentiality. As such, the respondents that participated in the study voluntarily and mention of their names were avoided. To mitigate the above, the following were done; the researcher got a letter from Jaramogi Oginga Odinga University of Science and Technology introducing the researcher as a PhD student in the process of data collection. Permission was also sought from National Commission for, Science, Technology and Innovation (NACOSTI). On informed consent, each participant signed a consent form as suggested by Cohen and Braun( 2013) for freely accepting or declining to participate in the interview .The researcher also indicated to the participants to be free to include their names or not or to use other names to ensure confidentiality as suggested by Maree (2012)

#### 4. Findings

The study objective was to assess the effectiveness of TSC in enhancement of students' academic performance in Public mixed day secondary schools in Bondo Sub - County. This was explored by the use of descriptive and inferential statistics, where the descriptive statistics was used to find the views of the respondents on the effectiveness of TSC in enhancement of students' academic performance and inferential statistics helped to establish the extent to which TSC enhanced the students' academic performance. The respondents' views on the level of TSC effectiveness towards students' academic performance was achieved by the use of Likert-scaled itemized questionnaire. The respondents rated the extent to which they thought the TSC enhanced academic performance of students and teachers in public mixed day secondary schools in Bondo Sub-County. The ratings were; strongly disagree=1, disagree=2, Un-decided=3, agree=4 and strongly agree=5, based on to what extent they believed that the TSC was effective. The table below represents the views of the respondents, in percentage frequencies, on TSC's effectiveness that leads to students' academic performance in schools.

Statement	Respondents	Scores				
		SA	A	UN	D	SD
TSC motivate teachers through increased pay, allowances and rewarding performance.	DOS	8(21.1%)	17(44.7%)	4(10.5%)(10.5%	7 (18.4%)	2 (5.3%)
	P	13(38.2%)	10(29.4%)	4(11.8%)	5(14.7%)	2(5.9%)
TSC enforce regular and effective school assessment to ensure quality teaching and improved learning.	DOS	8 (21.1%)	14(36.8%)	5(13.2%)	4 (10.5%)	7(18.4%)
	P	9(26.5%)	11(32.4%)	7(20.6%)	4(11.8%)	3(8.8%)
The TSC has established and maintained a teaching service adequate to the needs of our school in terms of numbers and specialization.	DOS	2 (5.3%)	3 (7.9%)	3 (7.9%)	10(26.3%)	20(52.6%)
	P	1(2.94%)	2(5.88%)	6(17.6%)	5(14.7%)	20(58.8%)
The TSC is involved in establishing, maintaining and improving standards in our school through use of Teacher Performance Appraisal Development tool.	DOS	10(26.3%)	11(28.9%)	9(23.7%)	5 (13.2%)	3 (7.9%)
	P	9(26.5%)	11(32.4%)	4(11.8%)	7(20.6%)	3(8.8%)
TSC has always effectively investigated allegations of professional misconduct among the teachers that may jeopardize performance.	DOS	7 (18.4%)	10(26.3%)	9(23.7%)	5 (13.2%)	7(18.4%)
	P	9(26.5%)	8(23.5%)	5(14.7%)	6(17.6%)	6(17.6%)
TSC ensures the school has conducive environment for teaching and learning activities through regular assessment and supervision.	DOS	6 (15.8%)	14(36.8%)	11(28.9%)	5 (13.2%)	2 (5.3%)
	P	8(23.5%)	15(44.1%)	4(11.8%)	5(11.8%)	2(5.9%)
The TSC regularly organizes TPAD meetings to boost the teachers' knowledge.	DOS	9(23.7%)	15(39.5%)	6(15.8%)	5(13.2%)	3(7.9%)
	P	10(29.4%)	9 (26.5%)	7 (20.6%)	6 (17.6%)	2 (5.9%)
The TSC ensures that teachers have relevant professional qualifications to provide quality	DOS	13(34.2%)	12(31.6%)	7(18.4%)	2(5.3%)	4(10.5%)
	P	8 (23.5%)	14(41.2%)	5 (14.7%)	4 (11.8%)	3 (8.8%)
The TSC is involved in establishing, maintaining and improving standards in our school	DOS	14(36.8%)	13(34.2%)	5(13.2%)	2(5.3%)	4(10.5%)
	P	7 (20.6%)	11(32.4%)	7 (20.6%)	5 (14.7%)	4(11.8%)
TSC ensures planning and effective implementation of teaching and learning activity	DOS	8 (21.1%)	21(55.3%)	4 (10.5%)	3 (7.9%)	2 (5.3%)
	P	6(17.6%)	15(44.1%)	6(17.6%)	4(11.8%)	3(8.8%)

Table 1: Views of the Principals and Director of Studies

Key: SD-Strongly Disagree, D-Disagree, UD-Undecided, A-Agree and SA-Strongly Agree

Source: Survey Data (2018)

From the findings on the table above it revealed that TSC motivated teachers through increased pay, allowances and rewarding performance as reported by 67.6% of principals and 65.8% director of studies. This finding was further established during interviews with the SCQASOs who indicated that TSC was motivating teachers as they were well paid and good allowances were given as was recommended by the Salaries and Remuneration Commission in 2018. Despite such support by the SCQASOs, the Deputy Principals (DPs) who were interviewed however noted that the allowances and salary increments were only beneficial to the principals and their deputies as such not all teachers were motivated by the TSC. One Deputy Principal maintained thus;

*Teachers were cheated that they were to benefit from salary and remuneration commission but in the real sense it was only meant to benefit principals and their deputies. The assistant teachers are a frustrated lot and are not motivated at all by TSC. In fact, teachers in public schools are not motivated since the employer does not pay them in accordance with the workload and other school responsibilities delegated by the principals as contained on the letter of appointment for teachers. (DP 10)*

According to BoM Chairpersons, the TSC had stopped motivating teachers' long time ago and such roles meant for TSC were only being played by the BoM in schools. One chairperson further explained that;

*Every year the teachers do demand from the BoM to motivate them either by giving them cash rewards when their subjects perform well in KCSE exams or when they need to relax and demands to be taken for refreshment or trips away from their school environment. Actually, TSC is a bad employer who does not consider workers burnout. In case of motivation, the boards of various schools do spend thousands of shillings while the employer does not spend any coin to motivate her teaching staff. (BOM 5)*

TSC enforced regular effective schools' assessments to ensure quality lessons and improved teaching and learning as was indicated by 58.9% principals and 57.9 Director of Studies. During interviews with Sub County Quality Assurance Officer (SCQASO) the study revealed that TSC together with the MoE did carry joint assessment in schools so as to improve on the quality of services offered by teachers as one SCQASO maintains thus;

*We do usually conduct joint assessment with an aim of improving quality of services being offered to the learners in schools. During our assessment, TSC officials do concentrate on the curriculum implementations and check documents such as schemes of work, lesson plans as well as work covered and lesson attendance records while we QASOs assess quality of school infrastructure and implementation of ministry policies.*

The TSC had established and maintained a teaching service adequate to the needs of our school in terms of numbers and specialization. 8.82% principals and 13.2% director of studies disagreed with the proposal of TSC providing adequate teachers. This finding was further confirmed during interviews with the BoM Chairpersons and the DPs who noted that there was understaffing in all public secondary schools. Despite such revelations, all respondents however concurred that TSC was ensuring that only trained and qualified teachers were the ones recruited in public secondary schools. The respondents also revealed during interviews that most schools had almost half of their staff employed by the BoMs but still they had to adhere to the rules of the TSC by employing only those who had TSC registration numbers in order to maintain professionalism.

Further interviews with the TSC Sub-County officer also revealed that TSC has not employed enough teachers in schools as per Curriculum Based Establishment (CBE). He further maintained that:

*We are aware that we have not employed enough teachers in schools but this is due to limited financial allocation from the treasury to our commission. We have however tried our best to allocate little funds every financial year for teacher recruitment but this has never been enough due high teacher demands in our schools.*

Majority 23 (67.6%) of the principals held a general belief that TSC always ensured that the school had a conducive environment for teaching and learning activities by regular assessment and supervision, a fact which was supported by 20 (53.6%) of the director of studies. This was further explained by the TSC Sub-County officer that during school assessments the TSC officials did ensure that school environment was conducive for the learners as he maintains;

*Anytime we go for school assessment, we do ask if teachers were still canning the learners, if there is any form of harassment or if the learners have got any difficulty while in school. We are also checking through Teacher Appraisal Development Tool class attendance, lessons taught and any general weaknesses in service delivery.*

Equally, nearly a third 24 (17.28%) of both the principals and the director of studies were in agreement that TSC had not established and maintained a teaching service adequate to the needs of their schools in terms of number and specialization. Coupled to maintenance of adequate teaching service, the findings of the survey confirmed that TSC insisted that teachers had to have relevant professional qualifications in order to provide quality teaching, as indicated by 22 (64.7%) of the principals who were sampled for the survey.

On the contrary, a sizeable proportion of the sampled principals [23 (67.6%)] and director of studies [25 (63.8%)] rejected the assertion that TSC was involved in maintaining and improving teaching standards through increased pay, allowances and rewarding performance. Similarly, although many 43 (59.7%) of the principals and the director of studies were in general agreement that TSC regularly organized Teacher Performance Appraisal Development (TPAD) meetings with principals to boost the teachers' knowledge, a sizeable proportion of 16 (22.2%) of them did not believe that TSC really organized regular TPAP meetings. The findings of the study revealed that respondents were divided on the TSC execution of its role in relation to management of teachers on professional misconduct. Whereas, 34 (47.2%) of the respondents were in agreement that TSC had always effectively investigated allegations of professional misconduct among the teachers that might jeopardized performance in their school, some 24 (33.3%) of the principals and director of studies who took part in the survey denied the claim that TSC had always effectively investigated allegations of professional misconduct among the teachers that might had lied on the line of performance in their school. However, more than a fifth 9

(23.7%) of the director of studies were undecided that TSC had always investigated and punished teachers whose professional conduct fell short of expected standards and were likely to put at risk academic performance of the teacher and students. This finding was further explained by the TSC Sub-county officer who maintained during interviews that they were always on alert to investigate teachers who went against teachers' code of conduct while discharging their duties. He indicated thus;

*We don't allow teachers to misuse their position to molest learners in any way and we do usually investigate and punish such teachers. We also do remind teachers to be reading our code of conduct regularly so that they are abreast with ethical issues addressed there in. our main purpose is to instill discipline among the teaching staff so that our learners are safe from their rights violation.*

#### 4.1. Hypothesis Testing

- $H_0$ : There is no statistical significant influence of effectiveness of TSC on enhanced students' academic performance in public mixed day secondary schools in Bondo sub-county.

To investigate whether there was any statistical significant influence of effectiveness of TSC on enhanced students' academic performance in Public mixed day secondary schools in Bondo Sub-County, the null hypothesis was tested. This was done using a Pearson Product Moment Correlation Coefficient, with scores of rating on effectiveness of TSC as independent variable and student academic performance as dependent variable. The rating scores of the independent variables were computed from frequency of responses and converted into continuous scale by computing mean responses per respondents, where high scale ratings implied high perceived effectiveness of TSC on enhanced students' academic performance. However, the dependent variable was computed from 2018 KSCE school mean scores for the schools that were sampled for the study. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05 but it was accepted when the p-value obtained was greater than .05. The table below shows the correlation analysis results in SPSS output.

		Teachers' Service Commission	Academic Achievement
Teachers' Service Commission	Pearson Correlation	1	.512**
	Sig. (2-tailed)		.000
	N	72	72
Academic Achievement	Pearson Correlation	.512**	1
	Sig. (2-tailed)	.000	
	N	72	72

Table 2: Influence of Effectiveness of TSC on Enhanced Students' Academic Performance

\*\* Correlation is significant at the 0.01 level (2-tailed)

From the table, it is evident that there was statistically significant positive moderate correlation ( $r=.512$ ,  $n=72$ ,  $p<.05$ ) between effectiveness of TSC and enhanced students' academic performance. This suggests that there is direct statistically significant positive influence of effectiveness of TSC on enhanced students' academic performance in public mixed day secondary schools. Given that the relationship was statistically significant, the hypothesis that, 'there is no statistical significant influence between effectiveness of TSC on enhanced students' academic performance' was rejected because there was sufficient evidence to do so. It was therefore concluded that effectiveness of TSC had significant influence on enhanced academic performance among the public mixed day secondary school students; with more effectiveness of TSC occasioning in to enhanced academic performance and vice-versa. Further, to demonstrate this relationship, a scatter plot was plotted as shown in the figure below.

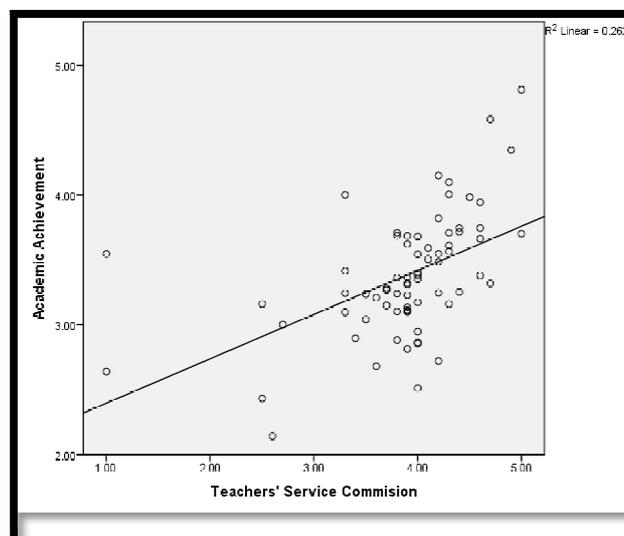


Figure 1

#### 4.2. Influence of Effectiveness of TSC on Enhanced Students' Academic Performance

From the figure there is an indication of an evidence of a moderate of positive correlation between the effectiveness of TSC and enhanced students' academic performance. The pattern of dots slopping from lower left to upper right is clear indication of a positive correlation between the two variables. In addition, the line of best fit (trend line) further reveals that there was indeed correlation between the two variables; the line is evidently rising from lower left to the top right. Given that there was a statistical significant positive influence established, a coefficient of determination was further computed to estimate the level of influence of effectiveness of TSC on enhanced students' academic performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 <sup>a</sup>	.262	.251	.40873

Table 3: Model Summary on Regression Analysis  
a. Predictors: (Constant), Teachers' Service Commission

The model indicates that effectiveness of TSC alone accounted for 25.1% (Coefficient of Determination, R<sup>2</sup> Adjusted = .251) of the variation in academic performance in secondary schools. This was fairly a big amount of variation caused on the dependent variable by one independent variable. Further, to determine whether effectiveness of TSC was a significant predictor of academic performance, Analysis of Variance (ANOVA) was computed as in the table below.

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	4.146	1	4.146	24.815	.000 <sup>b</sup>
	Residual	11.694	70	.167		
	Total	15.840	71			

Table 4: Influence of Effectiveness of TSC on Enhanced Academic Performance  
a. Dependent Variable: Academic Performance  
b. Predictors: (Constant), Teachers' Service Commission

It is evident from the table above that effectiveness of TSC was statistically a significant predictor of enhanced academic performance among the public mixed day secondary students [ $F(1, 70) = 24.815, p < .05$ ]. This attest to the fact that effectiveness of TSC to schools significantly influences students' academic performance, meaning if TSC improves in execution of its mandate there is subsequent improvement in students' academic performance.

## 5. Summaries

The objective of the study was to assess the effectiveness of TSC in enhancement of students' academic performance in Public mixed day secondary schools in Bondo Sub - County.

The study revealed that TSC motivated teachers through increased pay, allowances and reward on performance. This finding was further established during interviews with the SCTSCO who indicated that TSC was motivating teachers as they were well paid and good allowances were given as was recommended by the Salaries and Remuneration Commission in 2017. Despite such support by the SCTSCO, the Deputy Principals (DPs) who were interviewed however noted that the allowances and salary increments were only beneficial to the principals and their deputies as such not all teachers were motivated by the TSC. According to BoM Chairpersons, the study established that TSC had stopped motivating teachers' long time ago and such roles meant for TSC were only being played by the BoM in schools.

TSC enforced regular effective schools' assessments in order to ensure quality lessons and improved teaching and learning. During interviews with Sub County Quality Assurance Officer (SCQASO) the study revealed that TSC together with the MoE did carry joint assessment in schools so as to improve on the quality of services offered by teachers. Although fewer respondents revealed that TSC had established and maintained a teaching service adequate to the needs of our school in terms of numbers and specialization. Most respondents disagreed with the proposal of TSC providing adequate teachers. This finding was further confirmed during interviews with the BoM Chairpersons and the DPs who noted that there was understaffing in all public secondary schools. Despite such revelations, all respondents however concurred that TSC was ensuring that only trained and qualified teachers were the ones recruited in public secondary schools. The respondents also revealed during interviews that most schools had almost half of their staff employed by the BoMs but still they had to adhere to the rules of the TSC by employing only those who had TSC registration numbers as a measure of maintaining teacher professionalism.

Further interviews with the TSC Sub-County officer also revealed that TSC had not employed enough teachers in schools as per Curriculum Based Establishment (CBE). Majority of the principals held a general belief that TSC always ensured that the school environment was conducive for teaching and learning activities by regular assessment and supervision, a fact which was supported by some director of studies. This was further explained by the TSC Sub-County officer that during school assessments the TSC officials did ensure that school environment was conducive for the learners. Equally both the principals and the director of studies were in agreement that TSC had not established and maintained a teaching service adequate to the needs of their schools in terms of numbers and specialization. Coupled to maintenance of

adequate teaching service, the findings of the survey confirmed that TSC insisted that teachers must have relevant professional qualifications in order to provide quality teaching.

On the contrary, a sizeable proportion of the sampled principals and director of studies rejected the assertion that TSC was involve in maintaining and improving teaching standards through increased pay, allowances and reward for performance. Similarly, although many principals and the director of studies were in general agreement that TSC regularly organized Teacher Performance Appraisal Development (TPAD) meetings with principals to boost the teachers' knowledge.

The findings of the study revealed that respondents were divided on the TSC execution of its role in relation to management of teachers on professional misconduct. Whereas most of the respondents were in agreement that TSC had always effectively investigated allegations of professional misconduct among the teachers that might jeopardize performance in their school, some of the principals and director of studies who took part in the survey denied the claim that TSC had always effectively investigated allegations of professional misconduct among the teachers that might lie on the line of performance in their schools. This finding was further explained by the TSC Sub-county officer who maintained during interviews that they were always on high alert in investigating teachers who went against teachers' code of conduct while discharging their duties.

To investigate whether there was any statistical significant influence of effectiveness of TSC on school efficiency for students' academic performance in Public mixed day secondary schools in Bondo Sub-County, the null hypothesis was tested and It was evident that there was statistically significant positive moderate correlation between effectiveness of TSC and enhanced academic performance.

## 6. Conclusion

Following the findings on the effectiveness of TSC on enhancement of students' academic performance, the study concluded that;

The TSC had only motivated Principals, Deputy Principals and Senior Teachers through increased pay, allowances and reward on performance, while other teachers felt demotivated. This finding revealed that the allowances and salary increments were only beneficial to the principals and their deputies as such not all teachers were motivated by the TSC. TSC alone was unable to enforce regular effective schools' assessments to ensure quality lessons and improved teaching and learning. These study findings revealed that TSC together with the MoE did carry joint assessment in schools so as to improve on the quality of services offered by teachers.

TSC was unable to establish and maintain a teaching service adequate to the needs of schools in terms of numbers and specialization. This study finding revealed that there was understaffing in all public secondary schools. The study also concluded that TSC did execute its role in relation to management of teachers on professional misconduct. The study findings also revealed that TSC was always alert in investigating teachers who went against teachers' code of conduct while discharging their duties.

## 7. Recommendations

The TSC should improve on staffing both at their offices and in schools in order to enhance effective regular school assessment and students' academic performance.

TSC should practice prompt teacher disciplinary action in order to minimize time lose during the interdiction period.

## 8. Recommendation for Further Research

From the above recommendations, this study proposed that a further research should be conducted in the following area; A comparative study should be conducted to determine the difference between the performance of stakeholders in public mixed day secondary schools and single sex boarding secondary school.

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