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Teacher Internship in Kenya: A Case of Secondary Schools in Nandi County

By

Dr. Okutu Aggrey Asitiba, Lecturer,
School of Education, Kisii University
aokutu@kisiiversity.ac.ke

Abstract

An internship is an opportunity offered by an employer to work at a firm for a fixed, limited period of time. This is a programme established to provide the yet to be employed graduates with hands-on training for skill acquisition to enhance future employability and fulfill the legal requirement for professional registration (Republic of Kenya, 2016). Teaching experience after graduation for job seekers with TSC is currently one of key issues that are put into consideration among competing teachers during selection process. Unemployed teachers have therefore been left to struggle on their own to get the much required teaching experience, since so far, there is no clear policy on whether teachers should undergo internship prior to being employed. Most of teachers seek temporary jobs in Secondary Schools on BOM terms which in most cases are very poor. This study was designed to assess how trained unemployed graduate teachers hired on BOM terms in Secondary Schools in Nandi County strive to get the much needed teaching experience, to enhance their future employability. Nandi South Sub-County was randomly selected out of Five Sub-Counties found in Nandi County for the purpose of this study. The study used descriptive survey design and was grounded on experiential learning theory advanced by David A. Kolb (1974). The study targeted all the 55 public Secondary Schools in Nandi South Sub – County. 30% of these schools were randomly selected to participate in the study. Thus, 17 schools constituted 30% of total target population. Since there are different categories of schools, stratified sampling was used to ensure that all categories of schools were represented in the study. The respondents were the School Principals, teachers employed on BOM terms and the TSC's Sub – County Director. Questionnaires and interview schedules were used to solicit for information from respondents. The study found out that internship was a necessity for newly trained teachers which helped them gain hands-on experience prior to acquiring a permanent job. Findings also showed that there were no clear policies guiding internship programme for teachers. Teachers struggled on their own to gain much needed and required experience, to enable them stand a chance of being recruited by interview panels. Teachers employed on BOM terms were being exploited. They earned peanuts. The study thus recommended that the Ministry of Education in liaison with the Teachers Service Commission should come up with clear policy on teacher internship which will save the yet to be employed teachers from exploitation by BOMs which pays them peanuts, yet they helped in providing solution to understaffing challenges that many schools were facing.

Key Words: Internship, Hands-on Training, Skill Acquisition, Professional Registration, Intern Teachers

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Introduction

Internship is an opportunity offered to a trainee by an employer to work at a firm for a fixed, limited period of time (Wikijob, 2007). This is a temporary position with an emphasis on on-job-training rather than merely employment, and it can be paid or unpaid (Vocabulary.com Dictionary). According to Public Service Commission of Kenya's Internship Policy (2016), the term intern refers to unemployed person with relevant qualifications who has entered into a contract with a governmental organization for a period of between three and twelve months with the intent of acquiring relevant working experience for registration with respective professional bodies and/or to increase chances of employability. On the other hand, internship is a programme established to provide unemployed graduates with hands-on training for skill acquisition to enhance future employability and fulfill the legal requirement for professional registration (Republic of Kenya, 2016). The high rate of unemployment in Kenya has been a source of great concern for policy makers in government and other key sectors. One of the contributing factors to this state of affairs is lack of practical work – based experience among the graduates (Republic of Kenya, 2016). The Public Service has a role to play in ensuring that the youth, especially those with relevant qualifications are offered opportunities to enable them gain practical work experience and/or fulfill the legal requirement for registration by professional bodies (Republic of Kenya, 2016). Internship programmes therefore provides the much needed opportunity for yet to be employed graduates to gain the practical experience.

For teachers, internship does not appear as a requirement, at least on paper. However in practice, it is indeed a requirement for job seekers. Article 23(1) of the TSC Act (2012), gives the commission the mandate of registering trained teachers in the teaching service. The Act is silent on whether one should undergo internship prior to being registered as a teacher or for him/her to be hired as a teacher. However, according to TSC Circular Number 13/2016 on Guidelines for Recruitment of Replacement teachers – Post Primary 2016, only those teachers who were employed on contract as relief teachers were eligible to apply for this recruitment, implying that their experience as relief teachers which is similar to that of an intern was key to their being recruited. More so, during interviews, recruitment panels usually consider teaching experience after graduation as an added advantage for those who appear for interviews.

In the year 2009 official record showed that there was a shortage of fifty thousand (50,000) teachers in public schools - primary and secondary schools. This had made many schools to be understaffed, hence, compromising on quality of education that was being delivered. In Nandi South Sub – County many Secondary Schools were understaffed, especially young and upcoming single - streamed secondary schools. Due to lack of funds, the government decided to adopt a short term measure of hiring intern teachers. Teachers Service Commission declined to hire teachers on contract. The Ministry of Education took upon itself the role of

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hiring these intern teachers. In August 2009 the then Minister for Education – Prof. Sam Ongeru announced that the ministry will hire about 12,000 intern teachers (10,500 for primary schools and 1,500 for secondary schools) who were to report for duty in early September 2009. According to the ministry's arrangement, each of the then 210 constituencies in Kenya was to receive a total of 60 teachers – 50 and 10 teachers for primary and Secondary schools respectively. This was to bring to a total of 12,600 intern teachers. The Minister's action attracted court battle filed by the Teachers' Union – the Kenya National Union of Teachers (KNUT). According to the Standard Newspaper of August 19th (2009), lawyers Paul Muite and Evans Ondieki appearing for KNUT, termed the Ministry of Education's move to hire intern teachers as a violation of the Teachers Service Commission Act, which regulate the hiring of teachers, terms and conditions of service and disciplinary procedures. The High Court temporarily suspended the exercise.

When the exercise was allowed to proceed, the government promised to absorb the intern teachers permanently, the soonest an opportunity availed itself to hire teacher on permanent basis. Indeed, the intern teachers got the first priority when TSC was able to hire teachers to replace those who had left the service due to natural attrition, implying that their experience as interns played a major role in their securing of permanent job. They had an edge over those who did not have opportunity to serve as interns. After this batch of teachers being absorbed on permanent basis, the government did not hire another batch of intern teachers, implying that the policy had been suspended.

This innovation was suspended by the government because it was unpopular, apart from it being a violation of the TSC Act by then. In 2014 a Task Force on Secondary School Fees in Kenya led by Kilemi Mwiria proposed that all teachers joining the service be required to undergo a two-year internship before they are formally employed by the government (Business Daily, 2014). This move, according to the Task Force was meant to help in rating the suitability of teachers based on their performance at the end of their probation period. Thus, teachers were to be considered for employment base on their satisfactory performance. As usual, KNUT vehemently opposed this recommendation by the Task Force. According to KNUT, teachers after graduating from training institutions are qualified to be absorbed on permanent basis. The proposal has however not been effected.

Another attempt to hire teachers on intern basis was in 2015 when teachers went on strike to push for salary increment. As a short term measure, TSC decided to hire 70,000 teachers – 50,000 and 20,000 for primary and secondary schools respectively, to take the chances of those who were on strike (Kulundu, 2015). TSC was determined to sack the striking teachers and replace them with intern teachers. Recruitment process had commenced in various parts of the country, before the Employment and Labour Relations Court ordered it stopped. This followed application filed in court by Trade Unions Congress of Kenya challenging the recruitment.

The Public Service Internship Policy of 2016 excludes teachers from being hired as interns. A document on Internship Policy and Guidelines for the Public Service (2016) has excluded teachers for internship policy. By indicating the guidelines' scope the document states that, "The internship guidelines shall apply to the public service, except the public service institutions listed in Article 234(3) of the Constitution. They include Teachers Service

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Commission (Internship Policy and Guidelines for the Public Service, 2016, pg16). This document however leaves a window for internship for above listed institutions by stating that they are free to adopt the provisions of the policies therein.

According to TSC Circular Number 13/2016 on Guidelines for Recruitment of Replacement of Teachers – Post Primary 2016, only those teachers who were employed on contract as relief teachers were legible to apply for this recruitment. They were supposed to produce their letter of appointment and a letter from the Principal of the school where they taught indicating the reporting and release dates. This implies that internship in teaching profession is viable. More so, the TSC Circular of February 2016 on Guidelines for Recruitment of Placement Primary School Teachers – 2016 states in Appendix 1A that: “ Where candidates tie in score, the panel is advised to:

1. Use the grade obtained in teaching practice;
2. Give preference to applicants who graduated earlier;
3. Use quality of academic certificates (KACE, KCE & KCSE).

Herein lies unstated point of whether an applicant has some teaching experience after graduation, a factor that panelists really consider in breaking a tie. Teachers who have evidence that they are engaged in teaching on BOM terms, normally have an edge during interviews, over those who are not engaged or those who are engaged in other activities like business, which are not in line with their teaching profession. In fact, a teacher who is engaged on BOM terms in a school where a vacancy of his or her subject combination has been advertised normally has an advantage over other applicants during interviews.

It is therefore not clear why TCS or the Government in this case has not prioritized internship, yet TSC in its recruitment guidelines gives those with some teaching experience an edge over those without it. BOM terms are normally poor. In some schools BOM teachers take long to be paid. Others are paid poorly. For instance, in Nandi South Sub-County, some graduate teachers hired by BOMs are paid as little as three thousand shillings (3,000/=) per month. In the year 2009 the government recruited such teachers at ten thousand shillings (10,000/=) per month. The government had a plan of wiring this money directly to bank accounts of respective schools that had an opportunity to be allocated an intern teacher, which was a good arrangement.

Statement of the Problem

In Kenya currently, there are many trained teachers who are unemployed since the government allocates very little funds to TSC to hire new teachers (TSC, 2006). This has occasioned a situation whereby the supply of teachers has surpassed the demand. Competition for few available employment opportunities is therefore very stiff. Teacher recruitment and utilization policy is the principle that guides and governs recruitment and utilization of teachers (Akala and Maithya, 2014). Current teacher-recruitment policy in Kenya is demand driven (TSC, 2002). Teachers are recruited and deployed as vacancies arises; and at the same time, the financial ability to cater for the recruitment and deployment of teachers (TSC, 2002).

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Teaching experience after graduation for job seekers with TSC has therefore become a requirement ostensibly to break a tie among competing teachers (TSC, 2006). Unlike the public service, TSC has not provided structured guidelines for unemployed graduates to get working experience through internship programme. Unemployed teachers have therefore been left to struggle on their own to get the much required teaching experience. Most of them seek temporary jobs in Secondary Schools on BOM terms which in most cases are very poor. In some cases graduate teachers are paid as low as 3000/= per month! This is quite demeaning! Though the underlying factor is teaching experience, financial consideration for upkeep is equally important. The Ministry of Education once hired intern teachers in 2009 at 10, 000/= per month which was reasonably better. Why can't this policy be revived and handled within the available legal provisions to help the yet to be employed teachers gain the requisite experience and have some small financial gain?

Objectives of the Study

This study's objectives were to:

- 1) Find out how teachers employed on Schools' Board of Management terms were remunerated;
- 2) Find out the viability of internship for teachers;
- 3) Investigate whether there are clear policies on internship for teachers and whether they were being adhered to;
- 4) Suggest how well BOM teachers can be assisted to gain teaching experience prior to acquiring permanent employment

Theoretical Framework

The study was grounded on experiential learning theory advanced by David A. Kolb (1974). This is a process of learning through experience. It is learning through reflection on doing. Thus, an individual makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. The theory is called "Experiential learning" to emphasize the central role that experience plays in learning process (Erlbaum, 2000). Knowledge results from the combination of grasping and transforming experience (Kolb, 1984).

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle (which might also be interpreted as training cycle) (Kolb, 1984). Kolb's experiential learning theory is typically presented by a four stages learning cycle in which the learner 'touches all the bases.' (McLeod, 2010). These cycles are:

1. **Concrete Experience** – (a new experience of situation is encountered, or a reinterpretation of existing experience).
2. **Reflective Observation** (of the new experience. What is of particular importance here are any inconsistencies between experience and understanding).
3. **Abstract conceptualization** (Reflection gives rise to a new idea, or a modification of an existing abstract concept).

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4. **Active Experimentation** (the learner applies them to the world around them to see what results).

Effective learning is seen when a person progresses through a cycle of four stages of (1) having a concrete experience followed by (2) observation of and reflection on that experience to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences (Kolb, 1974). Internship therefore provides an opportunity to an intern to enable him or her to have a complete cycle of learning as advanced by experiential learning theory.

Stage four (Active Experimentation) gives sense to internship, which is the concern of this study. Teachers require this experience for them to be effective in their new assignments after getting employed. Teaching Practice during their training process is not enough for this purpose, for it is more of an examination process – a pre-service.

Literature Review

Process and Policy Guidelines for Teacher Recruitment

The processes and policy guidelines for teachers' selection, screening and hiring are based on different modalities in different countries across the globe. In some states of USA for instance, Wise, Darling-Hammond, & Berry (2007), explains that school districts always encountered two rivaling requirements: "the central authority's need for efficiently managing school systems and effectively maintaining uniform district standards and the local principals' need for effectively selecting candidates who best fit their particular schools" (Wise et al., 2007, p. 54). Thus, there exists this rivalry between centralized and decentralized hiring procedures. The four states of California, Florida, Massachusetts, and Michigan mainly depend on decentralized hiring process for new teachers (Liu & Johnson, 2006). In this decentralized hiring process, the applicant is screened by the district's central office. The screening entails academic and professional qualifications, evidence of hand-on experience being one of the key considerations. The applicant afterwards is interviewed and offered a certain teaching position at the new school by the school administration and the school principal. The underlying principle here is the recruitment of a qualified teacher, experience being one of the key aspects. Therefore for new recruits, experience is guaranteed through an internship programme. In the four states of California, Florida, Massachusetts, and Michigan, recruitment process is vigorous. The candidate is first subjected to an initial interview at the district central office, where his or her credentials and certification are also examined and checked. The candidate then undergoes another one or more interviews in his/her future school run by the school principal; sometimes other faculty members (future colleagues) attend the interview (Liu & Johnson, 2006). The process is thus vigorous.

The Kenyan Case

The supply Driven policy of Teacher Recruitment

Since its inception up to the year 1997, TSC was recruiting and deploying teachers on supply driven policy. Under this policy all teachers who graduated from the training institutions and

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applied for employment at the TSC headquarters, were recruited and posted to schools in every corner of the country that was in need of a particular teacher. This was tenable because by then the government was able financially to hire all teachers available and many schools were in need of manpower – teachers’ teaching experience not, withstanding. This was the trend in both primary and post primary institutions. The recruitment was highly centralized because by then, the number of teachers was still low and manageable. More so, centralized system was seen as most ideal. According to Kipsoi and Sang (2008), whether to centralize or decentralize within organizations has been an issue since the early days of organization theory with classical theorists like Mark Weber (1947) and Henry Fayol (1930) advocating for highly centralized structures aimed at effective and efficient utilization of human resources. Thus the TSC headquarters used to recruit and deploy all the teachers with a belief that this approach guaranteed effectiveness and efficiency in the teaching force.

According to TSC’s operational manual on teacher management (2002), the rapid expansion of the education sector has put the teacher management system in focus. Various commissions’ reports on the education sector such as: Report of the National Committee on Educational objectives and policies chaired by P.J. Gachathi (1976), Report of the presidential working party on education and manpower training for the next decade and beyond chaired by Mr. J.M. Kamunge (1988) and the report of the commission of inquiry into Education system of Kenya, chaired by Dr. D. Koech (1999), indicate that the teacher management system in the country is not effective and efficient.

The TSC staffing norms

According to TSC report on staffing norms (2005), each level (Primary, Secondary and tertiary institutions) had its own norms of staffing. At Secondary level, which is the concern of this study, teacher requirement is based on established curriculum needs. This is popularly known as Curriculum Based Establishment (CBE) that is based on an average weekly teaching load of 27 lessons of 40 minutes. This translates into 18 contact hours. Curriculum Based Establishment simply refers to various kinds of subjects that a particular school has decided to offer to its students. This depends on a number of factors, key among them being the availability of necessary physical facilities such as the science-laboratories, computer-laboratories, workshops, home-science rooms, among others. The more the subjects offered the more teachers qualified to teach respective subjects are required. The total number of students in a particular school (number of streams) also contributes in determining the number of teachers required. Usually, a one streamed school offering normal curriculum of basic 8 examinable subjects requires 9 teachers. Since the government has not managed to provide enough teachers, most of schools are understaffed. To seal the gaps, schools’ Boards of Management usually resorts to hiring some of the many unemployed graduate teachers on temporary basis.

In Kenya, the government changed teacher recruitment policy in 2001 where teachers in secondary schools are recruited when and where there’s vacancy and the ability of the government to pay (Government of Kenya, 2009). Kipsoi & Sang (2010), observe that the guidelines for recruitment favor those who exited the university earlier. According to the selection score guide for secondary schools (2015), Appendix 1(a) a teacher who graduated 2009

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and before gets 60 marks compared to that of 2013 that gets 40 marks. Apart from this, marks are assigned according to the degree one gets: masters/first class 35 marks, second class upper 30 marks and second class lower 25 marks. Teaching experience after graduation is also considered by the selection panels. Without opportunity being provided in policy for teachers seeking employment to gain the requisite experience after graduation, demanding for the same by interviewing panels makes it difficult for job seekers (unemployed teachers).

Methods and Materials

Research Design and Research Sample

A cross – sectional survey of the views of Secondary Schools' Principals, and BOM Chairmen from selected schools in Nandi South Sub-County was conducted. The survey sought the Principals' and BOM Chairmen's views concerning the process of hiring and remunerating teachers on BOM terms and categories of teachers they hire, whether trained or untrained. Views were also sought from teachers employed on BOM terms in Secondary Schools in Nandi South Sub-County. Also, views of Education Officer in the Sub-County at the level of Sub-County Director of Education (formally known as District Education Officer – DEO) were sought.

A sample of 103 respondents was randomly selected for the study. 20 schools were randomly selected from the 50 secondary schools found in Nandi South Sub-County to participate in the study. All categories of the schools – Boys', Girls', Mixed, Boarding, Day, Extra-County, County and Sub-County Schools, were all represented in the selected schools. Some were randomly selected while others were purposively selected depending on their numbers. This study's sample comprised of 60 teachers (both male and female) employed on BOM terms, 20 Secondary school Heads from Nandi South Sub – County, 20 BOM Chairpersons from selected schools 1 Sub-County Director of Education , 1 Quality Assurance and Standard Officer from Sub – County and 1 Staffing Officer (TSC Sub- County Director). The total number of selected participants was 103 respondents.

Table 1: Categories of respondents

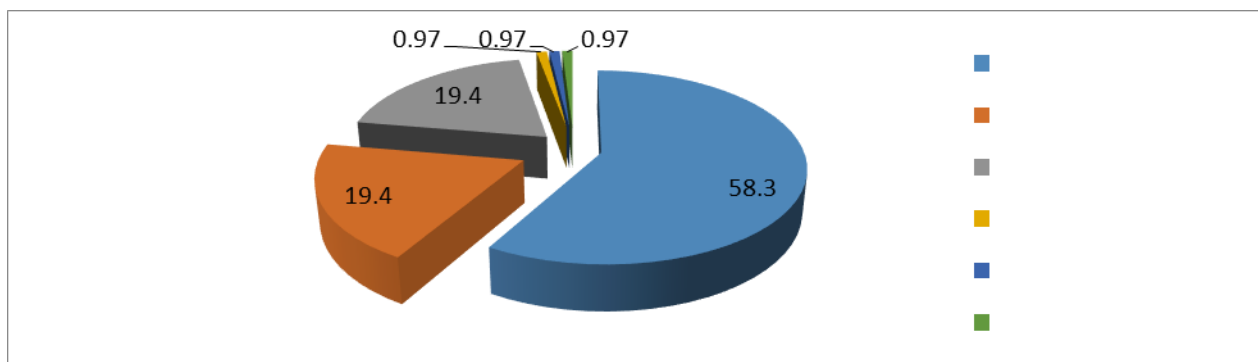
Respondents	Males	Females	Sub-Totals
1 Principals	15	5	20
2 BOM Chairmen	17	3	20
3 Quality Assurance and Standards Officer	01	-	01
4 Sub-County Director of Education	01	-	01
5 TSC Sub-County Director (Staffing Officer)	01	-	01
6 Teachers Employed on BOM terms	32	28	60
GRAND TOTAL OF RESPONDENTS	67	36	103
PERCENTAGE OF GENDER PERICIPATION.....	65%	35%	100%

Teachers employed on BOM terms formed bulk of respondents in this study. Out of 103 respondents teachers were 60 (58.3%). This was given since they were the main focus of this study. Principals and Chairmen of Boards of Management were second in terms of the number of

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respondents. Each of these categories had 20 respondents. Thus, Principals were 20 (19.4%), while BOM Chairmen were also 20 (19.4%). The remaining three categories had one respondent each. Thus, there was one Sub-County Director of Education (0.97%), one Sub-County Quality Assurance and Standards Officer (QASO) (0.97%) and one TSC Sub-County Director (Staffing Officer) (0.97%). The pie chart below shows the percentages of each category of respondents in this study.

A Pie Chart Showing the Percentages of the respondents



Research Instruments

The study used 3 research instruments: questionnaires, interview schedules and document analysis guide. There were questionnaires for teachers, for Principals and for BOM Chairmen. Structured interview schedules were also used to collect oral information from the three Education officers. Document analysis guide was used to collect secondary data.

Rate of Return of questionnaires

A total of 100 questionnaires were distributed to the sample group of the participants (Principals, BOM Chairmen and teachers employed on BOM terms). A total of 79 out of 100 questionnaires were returned. This implies that 79% of questionnaires were returned, which was excellent return rate. Only 21% of the questionnaires were not returned. Below is a table showing a summary of the questionnaires' return rate:

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Table 2: A Summary of Return Rate of Questionnaires Dispatched

Respondents	Number Dispatched	Number Returned	Percentage Returned
Principals	20	20	20%
BOM Chairmen	20	16	16%
BOM Teachers	60	43	43%
Total	100	79	79%

The researcher was also able to interview all the 3 selected Education Officers in Nandi South Sub-County. Thus, the researcher interviewed Sub-County Director of Education, Sub-County Quality Assurance and Standards Officer and the TSC Sub-County Director (Staffing Officer).

Results and Discussions

Remuneration of BOM Teachers

Respondents were asked to respond on various items that indicated how BOM teachers were being remunerated. Their responses were as indicated in the tables below:

Table 3: How BOM teachers are remunerated by Secondary Schools

	<i>Below 5000/-</i>	<i>5000/- to 10000/-</i>	<i>11000/-to 15000</i>	<i>Over 15000/-</i>
<i>n = 79</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
Principals	2 (10%)	15 (75%)	3 (15%)	-
BOM Chairmen	1 (6%)	12 (75%)	3(19%)	-
BOM Teachers	4(9%)	20(47%)	19(44%)	-

Key

n- Total number of respondents

f- Frequencies

The table above shows that BOM teachers are poorly remunerated. No school in Nandi South Sub-County pays such a teacher more than 15,000/- per month. Most of them are paid between 5,000/- and 10,000/-. Some are paid below 5,000/- . Generally, they are poorly remunerated, yet most of them have families to take care of. To pay a graduate teacher such amount is to say the least-demeaning!

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Teaching Experience

Respondents were asked to give their views on whether it was important for a teacher to have some teaching experience prior to acquiring permanent employment. Their views were as indicated in the table below:

Table 4: Whether teaching experience prior to being employed is important

	<i>Yes</i>	<i>No</i>	<i>Not Sure</i>
	<i>n = 79</i>		
	<i>f</i>	<i>f</i>	<i>F</i>
Principals	18 (90%)	2 (10%)	-
BOM Chairmen	12 (75%)	4 (25%)	-
BOM Teachers	19(44%)	22(51%)	2 (5%)

Key

n- Total number of respondents

f- Frequencies

Most respondents were of the view that having teaching experience prior to acquiring a permanent teaching job was important. However, a good number of teachers (51%) felt that it was not necessary. They argued that they had been trained, examined and qualified to teach, teaching experience after graduation notwithstanding. Some argued that the Teaching Practice segment in their training was enough experience. It should be taken as a hands-on experience by the interview panels.

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Availability of Clear Policies on Teacher Internship

Respondents were asked whether they were aware of the existence of clear policies on Teacher Internship. Their views were as indicated in the table below:

Table 5: Availability of clear policies on teacher internship

	<i>Yes</i>	<i>No</i>	<i>Not Sure</i>
	<i>n = 79</i>		
	<i>f</i>	<i>f</i>	<i>F</i>
Principals	1 (5%)	14 (70%)	5(25%)
BOM Chairpersons	2 (12.5%)	6 (37.5%)	8(50%)
BOM Teachers	6(14%)	13 (30%)	24(56%)

Key

n- Total number of respondents

f- Frequencies

Apart from the Principals, a good number of the rest of the respondents – BOM Chairmen (50%) and BOM teachers (56%) were not sure whether there existed clear policies on teacher internship. A big percentage of Principals (70%) said that clear policies on teacher internship did not exist in Kenya currently. The researcher concurs with the Principals' position. There actually exists no clear policy pertaining to teacher internship. The rest of Public Service cadre has clear policy document to this effect. There is a document entitled "Internship Policy and Guidelines for Public Service" that was written in 2016 by Kenya's public Service Commission. Under section 1.4 on the Scope, this guide states that: "This policy shall apply to Public Service, except the Public Service Institution listed in Article 234(3) of the Constitution." One of the institutions listed in Article 234(3) of the Constitution of Kenya 2010 is the Teachers Service Commission (TSC) under which the teachers fall. The Internship Policy Guide however leaves a window for institutions like TSC to adopt provisions therein, but it is not a must. It is therefore not mandatory for TSC to conform to this policy and have teachers to undergo internship after their graduation as a requirement. That is why it is safe to conclude that there are no clear policies for teacher internship programme in Kenya at the moment.

Ways by Which BOM Teachers Can Be Assisted to Gain Requisite Experience Prior to Acquiring Permanent Employed

When respondents were asked to make suggestions on how BOM teachers could be assisted to gain the teaching experience that is really sought for by interview panels whenever they interview teachers to fill advertised vacancies, their responses were varied, several suggestions were given by respondents. These responses came mainly from the open-ended questionnaire

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items and interview schedules Suggestions that were given by most respondents were summarized. They were as follows:

- Teaching Practice be lengthened to about six months or two school terms and be taken as the requisite experience for all teachers who have cleared their training course.
- Ministry of Education through TSC should come up with a clear policy to guide teachers' internship programme.
- Secondary schools be given funds to pay BOM teachers for at least one year for them to gain requisite experience prior to becoming legible to attend interviews to enable them stand a chance of being recruited and hired on permanent basis by TSC.

Conclusions and Recommendations

From the findings of this study, it is safe to conclude that internship is a necessity for newly trained workforce to gain hands-on experience prior to acquiring a permanent job. Teachers are not exceptional. The findings also show that there are no clear policies guiding internship programme for teachers. Teachers struggle on their own to gain much needed and required experience, to enable them stand a chance of being recruited by interview panels and finally offered employment by TSC. Teachers employed on BOM terms were being exploited. They

The study thus recommends that the Ministry of Education in liaison with the Teachers Service Commission should come up with clear policy on teacher internship akin to the one prepared by the Public Service Commission which is currently in use. This will save the yet to be employed teachers from exploitation by BOMs which pays them peanuts, yet they play a key role of solving understaffing challenges that many schools are facing, at least temporarily.

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