



# Exploring Teacher Deployment Challenges in Public Junior Secondary Schools in Nandi County, Kenya

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**Abstract:** *The study aimed to investigate the challenges of teacher deployment in public junior secondary schools within Nandi County. The objectives included identifying factors influencing teacher deployment and distribution. The study participants included 64 teachers, 32 principals and one County Director of Education. Guided by the Discrepancy Model, the research employed a descriptive survey design and purposive sampling to select participants from four junior secondary schools in each sub-county. Data was collected through in-depth interviews. Analysis was done using emergent themes for qualitative data, offering comprehensive insights into the complexities of teacher deployment. Data was presented in figures 1 to 5. Majority of participants highlighted significant challenges related to teacher deployment, including large student populations exceeding the capacity of available teachers, inadequate resources, and discomfort teaching unfamiliar subjects due to lack of training. Additionally, political influence and administrative dominance were identified as contributing factors to uneven teacher distribution and high rates of teacher mobility, further exacerbating the challenges faced by JSS teachers. These findings underscore the urgent need for policy reforms and strategic interventions to address teacher deployment challenges and improve the overall quality of education in public JSS. Furthermore, the study revealed that inadequate teacher distribution directly impacts the quality of teaching and learning in public JSS. High teacher workload, exacerbated by uneven distribution and teacher shortages, compromises personalized attention and effective learning experiences for students. The study also identified recommended strategies for government intervention, including employing more trained teachers, considering subject combinations during deployment, improving facilities and resource allocation.*

**Keywords:** *Teacher Deployment, Challenges, Junior Secondary, teacher training, Distribution*

## How to cite this work (APA):

Otieno, C. (2024). Exploring teacher deployment challenges in public Junior Secondary Schools in Nandi County, Kenya. *Journal of Research Innovation and Implications in Education*, 8(2), 137 – 148. <https://doi.org/10.59765/swyr8274>.

## 1. Introduction

Teacher deployment, as defined by UNESCO (2021), is the act of assigning a teacher to a particular school in order to carry out the tasks associated with teaching and learning. Enhancing deployment procedures may have a significant impact on teacher retention. According to Nguon (2018), governments have faced difficulties in many nations when attempting to effectively deploy teachers to rural areas. Due to this, teaching jobs in remote schools are either run down all year long or for a sizable portion.

Deployment obstacles stem from a variety of factors, including urban-rural issues and other demographic and geographic dynamics (Luschei & Chudgar, 2015). Political motivation is essential to making well-informed decisions that benefit the process of teacher deployment in junior secondary schools. Well-planned and monitored deployments can promote the equitable distribution of teachers in accordance with school needs (UNESCO, 2018).

A study by World Bank (2018) on teacher deployment in Poland between October 2016 and August 2018 found out that one of the five main elements influencing learning is the selection and support of teachers throughout their careers to enable them to concentrate on the classroom. When educators are chosen, respected, well-prepared, and able to progress in their careers, education systems function at their best (UNESCO, 2018). Requirements for improving the quality of teaching and learning include having sound policies regarding teachers as the key to promoting learning, highlighting the need to increase the selectivity of those who become teachers, offering support to new teachers, and coming up with strategies to keep experienced teachers in the classroom (World Bank, 2018).

A study by Malisa (2015) on teacher retention tactics in secondary schools in Hanang' District Council, Tanzania found out that neither an orientation nor an introduction course were given to new teachers. Consequently, this may be regarded as a contributing factor to teacher turnover because there was no orientation or induction to raise awareness of the job description.

To improve social organization, maintain culture, promote economic development, and transform the political system, every culture needs sufficient people and material resources. Education is frequently viewed as a necessary resource for the development of skilled labour and the generation of riches, as well as a surefire route to personal success and human service (Hwang, & Chien (2022)). Therefore, we need teachers to be deployed in the appropriate numbers in order to deliver high-quality education, which is a requirement for national growth. Junior Secondary School (JSS) is a middle school that is an educational stage between primary and secondary school.

The learners in middle school transit from upper primary to junior secondary after a national assessment. It is a worrying trend that as early as two years old since its inception, public junior secondary schools in Kenya continue to encounter a variety of complex and variable teacher deployment difficulties and Nandi County is not an exemption. To effectively address these issues, policymakers, educators, and other stakeholders must have a thorough understanding of these concerns and come up with a consistent long lasting solutions to them. Teachers are at the center of the educational system, and several studies have amply demonstrated how important they are to students' performance (Abdi & Cavus, 2019). Helping students understand that taking notes and studying course material is the way to achieve academic success. Teachers also help students develop successful test-taking strategies, an area where bright students of all cultural backgrounds can have difficulty-to the detriment of their grades and self-esteem.

One of the crucial ways to execute Sustainable Development Goal 4 (SDG 4) is to recognize that teachers are necessary to achieve all of the SDG 4 outcome targets and that there must be a large increase in the supply of educated teachers to junior secondary schools. A shortage and unequal distribution of teachers with the necessary training could impede the achievement of SDG 4, especially in underprivileged areas (Baum, 2020). Consequently, it is important to carefully consider how teachers are taught and deployed as they are a vital resource in the teaching and learning process (Ministry of Education Science and Technology, 2015). The most important resource in a school organization is its human capital (Nakpodia, 2020). Teachers are the most important resource, but other employees such as secretaries, bursars, account clerks, matrons, nurses, couriers, and even watchmen also play a significant role.

Furthermore, Swarnalatha (2016) asserts that a school's most valuable asset for achieving its main objective of providing students with equitable and improved learning opportunities is the knowledge, skills, and dedication of its teachers. The number of learners enrolled, the number of topics and subject combinations, the number of hours taught each week, the number of streams, and the participation of teachers in administrative and other extracurricular, tasks all play a role in determining the best staffing levels in schools, including junior secondary schools. There is a significant disparity between the number of teachers and the number of students in secondary schools across the country, which may indicate that the distribution of teachers does not correspond to the needs of the schools (MoEST, 2015).

Therefore, the shortage and unequal deployment of teachers has become a top concern for educational institutions, including junior secondary schools. Therefore, there is a call for educational authorities and policymakers to continue addressing this issue diligently. It is becoming increasingly difficult to deploy and retain qualified teachers, who are also the most expensive to educate, in both the developed and developing worlds (World Bank, 2015).

According to Pelloni (2021), there have been few, if any, initiatives to enhance secondary school teacher recruitment, retention, and retraining that have produced strikingly effective outcomes. This statement supports the statement by Atieno (2022) that the Teachers Service Commission (TSC) hired 8532 intern teachers as part of a significant recruitment effort. 5118 had been hired at junior secondary schools, the deployment of these teachers was not properly done. As a result, desperate attempt was made to alleviate the chronic teacher shortage in basic education with the massive recruitment effort.

Research by James et al (2016), who looked into factors affecting subsidized free day secondary education in Bungoma County, Kenya, found out that one of these factors was an acute teacher shortage despite the expansion of secondary schools to three streams per class, which lends support to her findings. Additionally, the results are in line with Atieno (2022), which reported that many schools are actually using a ratio of one teacher to 70 children rather than the ideal 1:45. This demonstrates unequivocally that the teacher-to-student ratio has risen quickly, and teachers have to deal with larger classes in such schools.

## 1.1 Statement of the Problem

How to balance and improve the staffing of schools across the country is one of the main concerns in the subject of teacher management. There is a severe shortage of teachers in rural areas in many countries, including Kenya. It is necessary to investigate how the reform measures are affecting the number of teachers employed in Basic Education Schools with a focus on junior secondary schools, the continued issues with teacher deployment, and the new steps the TSC is doing to resolve these issues. Thus, it is imperative that appropriate deployment and recruitment procedures that can assist in resolving these issues be implemented. This can only be achieved by properly scrutinizing and establishing these challenges for proper mitigation measures. This paper explored teacher deployment challenges in public junior secondary schools in Nandi County, Kenya.

## 1.2 Research Question

1. What are the factors influencing teacher distribution in public JSS in Nandi County?
2. How does teacher distribution affect the quality of teaching and learning in public JSS in Nandi County?
3. What are the perceptions and experiences of teachers, head teachers and education officials regarding teacher distribution in public JSS in Nandi County?
4. What are the best practices and strategies for addressing teacher deployment challenges in public JSS?

## 2. Literature Review

### 2.1 Overview of Teacher Deployment

The deployment of teachers is one of the decentralized TSC functions. The purpose of staffing is to supply the country's public primary, secondary, and higher learning institutions with an adequate number of qualified teachers (Teachers Service Commission, 2015). The major

recruitment body for teachers in Kenya is the Teachers' Service Commission (TSC). TSC was founded in 1967, and up to 1998, it employed all qualified teachers directly and instantly in accordance with government directives (Ojwan'g, 2016). The International Monetary Fund recommended to the developing countries that this supply-driven recruitment procedure be discontinued in order to reduce costs Chepkonga & Matula (2023). In 2001, it was replaced with a demand-driven teacher recruitment programme, under which teachers were hired in accordance with demand and availability of vacancies. However, in the year 2006 recruitment of teachers was decentralized where the process of recruitment and selection was delegated to lower levels of educational management at different periods in time as follows: First, to the Provincial Directors of Education and District/Municipal Education Officers.

Following the adoption of the Kenyan constitution in 2010, the County Directors of Education were tasked with hiring and distribution of teachers. As per the recently implemented TSC regulation, the county director of education is required to provide the TSC headquarters with an update on the teacher shortage in the county every four months. The county director handles complaints about the recruitment and deployment procedure and responds to them accordingly. The county director serves as the chair of the county education board and works with the principal, the Board of Management (BOM) of each school, and other relevant authorities to position teachers in basic schools throughout the county (Teachers Service Commission, 2015).

The TSC policy (2006) on the decentralization of teacher placement is being implemented by BOMs, and the TSC makes the ultimate teacher appointment using the given parameters and a Selection Score Guide, both of which are updated yearly prior to teacher recruitment. Teachers play a significant role in ensuring quality instruction and education in schools. They manage and provide leadership to schools, develop and implement curricula. For these services to be effectively accomplished, teachers must be adequately recruited and deployed to schools. Teachers have been identified as the most important inputs to the education system. The efficient management and utilization of this resource, therefore, remains critical to the quality of the learning outcomes (Jonjo & Odera, 2017). It is necessary to assess whether teachers are being hired and deployed in a way that will enable them to provide the desired level of instruction in public junior secondary schools in Homa-Bay County.

Bandura (2012) conducted a study on decentralised developments in Indonesia and found evidence that policies and programmes aimed at restructuring the country are generally seen as having impacted the transfer of decision-making authority from the central government

to the school level in crucial areas like teacher recruitment and distribution. A number of changes have resulted from this action, including the involvement of school communities, which has enhanced the educational environment.

A study conducted in Malawi by Msiska, Chiweza, and Chirwa (2018) aimed to identify the different opinions held by important stakeholder groups regarding decentralization of teacher deployment and recruitment policy and its execution. The main conclusions showed that while there was considerable disagreement about what decentralization entailed in practice, key actor groups generally understood what decentralization by definition meant. Divergent opinions also arose over which functions should be decentralized. While some respondents believe that decentralization will enhance the educational system, others disagree, citing potential for corruption, favoritism, and money diversion in a decentralized system.

Muthuri (2022), Conducted an investigation into the impact of the central influence on teacher recruitment and deployment in secondary schools in Tanzania. The research found that the initiative to decentralize secondary education's centralized teacher recruiting strategy had fallen short of its stated goal of addressing the disparities in teacher deployment across the nation. Because of this, the schools have set up their internal processes to deal with insufficiency. Therefore, the dissertation suggested that when instructors are placed in schools, their actual needs in terms of the type of teachers needed should be taken into account.

A study conducted by Ojwan'g (2016) utilized a combination of purposive, inclusive criterion, and basic random selection methods to choose thirty-seven schools and seven districts for investigation. The re-organization of teacher placement in Nakuru County's public secondary schools did not exhibit any gender prejudice. The study made several recommendations, including the necessity of conducting a thorough audit of all secondary schools' data return forms in order to supply teachers to all schools in need on a regular basis; publishing various interview dates for the selection panels; promptly posting the chosen teachers to their work stations; providing secondary teacher education students with the necessary units; confirming that graduates have successfully completed secondary teacher education units; and guaranteeing gender parity in the distribution of teachers among schools for the purpose of mentoring.

Dorothy's (2012) conducted a study to examine the difficulties associated with decentralizing teacher administration in Meru South District, Tharaka Nithi County, Kenya. The study aimed to ascertain the following: the attitudes of teachers towards the transfer of TSC functions to the district level; whether teacher

performance has improved as a result of the TSC's decentralization of teacher management; the difficulties TSC officers encountered in carrying out the decentralized teacher management functions on the ground; and the means by which the decentralization of teacher management can be successfully implemented for enhanced education service delivery.

Decentralizing TSC services presents a number of obstacles to efficient teacher management including teacher deployment at the district and school levels. These included the lengthy time it takes for recruiting panels to comprehend the hiring process, meddling from politicians, stakeholders, educators, family members, and friends; a shortage of skilled staff, and inadequate transport networks. The study's primary suggestions included maintaining standards, increasing funding for decentralized offices, and enforcing anticorruption initiatives.

Chepkonga (2023) study sought to assess decentralized approach process and examined the challenges faced in the application of the approach in secondary teacher recruitment and distribution. The analysis and interpretation of the descriptive survey research indicates that, even though the decentralized approach is essential for recruiting and assigning secondary teachers, there are certain drawbacks that prevent the approach from being applied and put into practice. It was observed that the strategy had improved staffing in isolated, rural schools, promoted employment fairness and equality that aided in community development, and increased the rate at which teacher candidates were absorbed into the workforce. However, there hasn't been much focus on issues that undermine the efficacy and efficiency of the strategy, such as teacher performance, political influence, corruption, proper funding, and the BOG/PTA's competency.

Chepkonga & Matula (2023), head teachers were content with the degree to which their personnel demands were satisfied while deploying at the school level lessened the workload at TSC headquarters. The head teachers, however, were dissatisfied with the prevailing practice of hiring new teachers only once a year. The head teachers, trade union representatives, and education authorities all agreed that the panel members' abilities should be strengthened to help them do the responsibilities assigned to them quickly and successfully.

## **2.2 Challenges to Equitable Teacher Deployment**

In many countries, governments have encountered barriers to effective deployment of teachers to rural areas. This is because trained and experienced teachers prefer to teach in urban and semi-urban areas. As a result, positions in rural schools remain unfilled for the whole or a considerable part

of the year. Uneven deployment patterns, with surpluses in certain schools and areas co-existing with shortages in others, exist even in countries where there is sufficient teacher supply. Factors contributing to these challenges can vary and can include issues pertaining to urban-rural divides, along with other geographic and demographic dynamics. These can include factors such as extreme geographic remoteness, stakeholder influences, local-level versus macro-level targeting, responsiveness to regional deployment practices intricately linked to the overarching issue of decentralization, and the lack of management and support given at the local administrative level.

Secondly, teachers deployed in remote locations fear threats by local people who say they will harm them if they enforce the law requiring punishment to parents who do not enroll their children in school by the age of seven. Coupled with the issue of inadequate housing, lack of security presents a particular barrier for the deployment of female teachers to remote schools.

Third, some schools, especially in rural areas have limited or no access to learning resources, like library books, materials and information. Scope for upgrading knowledge and information is almost zero due to a lack of opportunities for continuing professional development (CPD). Urban settings provide teachers with opportunities for both CPD, and an opportunity to earn extra supplementary wages as private tutors in their spare time. In Nigeria for instance, teachers interviewed expressed their concern that teachers in rural areas were less likely to enjoy regular promotion than their urban colleagues. In Tanzania, it was reported that an urban Grade-A-qualified teacher could upgrade within five years to diploma through exposure to workshops and being able to enroll in teacher training colleges, while a teacher posted in a remote district would have to wait ten years before getting such an opportunity. There are many teachers who have not been on a refresher course ten years after qualification. Any avenues for professional upgrading that may be open are often not affordable on a teacher's salary.

## **2.3 Strategies for Addressing the Teacher Deployment Challenges**

Research revealed that overcoming deployment challenges is crucial. As a result, some nations are adopting various approaches in overcoming deployment imbalances, such as focusing on recruitment and training, offering ongoing professional development, and offering financial and non-financial incentives.

## **2.4 Teacher Incentives**

Many studies have indicated that offering teachers a range of incentives is an important policy approach that nations

have not yet completely recognized in reality. Prior research has demonstrated that low motivation is a significant problem in the field. According to Katunzi (1995), teachers' low social status and inadequate pay are the main causes of their discontent. As a result, many teachers continue to work in their positions while attempting to make up for their meagre income by starting small enterprises Katunzi (1995). Such an after-hours requirement could not only discourage aspiring educators from entering the industry, but it could also make the already problematic issue of teacher absenteeism worse. The Sri Lankan government has endeavored to address teacher shortages in public schools by providing housing and hardship allowances. Teachers in Nigeria who work in nomadic regions receive an additional stipend equivalent to 15% of their basic pay. In the meantime, Pakistan's National Education Policy has experimented with a number of incentives, such as giving college and school teachers stipends.

## **2.5 Continuing Professional Development**

According to earlier research, teachers who work in isolated or rural areas face significant barriers when it comes to continuing their professional development over the course of their careers. A teacher who spends a lot of time in such a position may not get the same opportunities for advancement as their peers and may not always be able to afford workshops or conferences. These teachers rarely have the funds to pay for professional advancement opportunities, even when they exist. Consequently, it is not uncommon to come across teachers in remote areas who have not taken a refresher course years after receiving their certification. The geographic challenge of offering teachers in rural and isolated areas continued professional development (CPD) has necessitated the adoption of creative strategies. The Nigerian government offers educational programmes. Under flexible delivery mechanisms, the National Education Plan (NEP) of Papua New Guinea highlights the need to bolster and broaden the provision of teacher training, including in-service training. This seems like a sensible step towards addressing the significant training needs of primary teachers. Nonetheless, PNG's open and distance learning (ODL) capacity is quite low, and creating self-instructional materials and programme delivery requires significant expenditure. For ODL providers to engage in significant teacher professional upgrading, the government and donors must strongly support their current programmes.

## 2.6 Targeted Training and Recruitment

In many nations, targeted recruitment is becoming more and more common, while it is still relatively new. For instance, young people from the community who meet the requirements are chosen to attend teacher training programmes in Papua New Guinea. After completing their teacher training, the recently hired trainee teachers are bound for a minimum of five years to teach in the local schools. Targeted training is a feasible solution for tackling two issues: teacher shortages in remote places and rising unemployment among young school dropouts, given the high prevalence of unemployment among young people. Aside from the necessary credentials, one of the key considerations in choosing trainee instructors is their proficiency in the local tongue and their familial ties to the area.

Individual trainees with ties to the community, roots in the village, and a desire to stay there after completing their education will be more likely to do so (Craig, Kraft, and du Plessis, 1998). This approach makes the assumption that after the five-year bonding period, teachers will want to remain in the same place once they establish themselves and get married in their home community. In Papua New Guinea, where maintaining peace and order is a significant issue, instructors feel more comfortable residing in their local communities. Their extended family will also provide them with ongoing assistance, even to the point of growing their own food on their own property. But the drawback of residing close to relatives is that there may be too many demands placed on them for financial assistance. Material demands and attitudes of the community may influence the bonded teacher to leave their local school after five years to seek better opportunities. It is yet to be seen if targeted recruitment compromises the quality of newly recruited teachers. It is assumed that given educational opportunities, brighter students continue their studies in colleges and universities after completion of secondary school education.

But those who drop out of school and don't take advantage of these opportunities typically go back home, where they are typically viewed as failures. As a result, this tactic frequently depends more on the availability of a teacher ready to work in their neighborhood school with the bare minimum of qualifications than it does on talent. However, many deserving kids will be turned away from colleges and universities due to the sharp rise in school dropout rates brought on by secondary and high school expansion.

Targeted recruitment will eventually evolve into a more merit-based system.

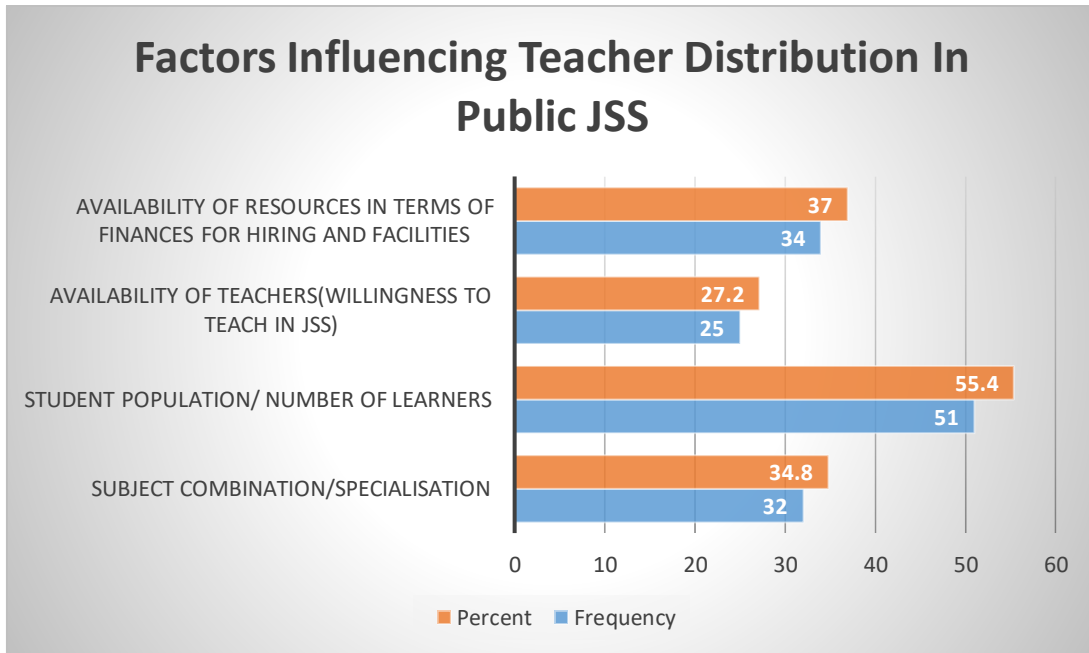
## 3. Methodology

The purpose of this study was to explore teacher deployment challenges in public junior secondary schools in Nandi County. The objectives of the study were to: establish factors influencing teacher deployment and distribution in public JSS, how teacher deployment and distribution affect the quality of teaching and learning in public JSS, the perceptions and experiences of teachers, head teachers and education officials regarding teacher deployment and distribution in public JSS and practices and strategies for addressing teacher deployment challenges in public JSS. Discrepancy model was adapted to guide the study. A descriptive survey research design was used in the study. The study targeted a sampled junior secondary schools teachers, head teachers and County Director of Education in Nandi County. This study used purposive sampling technique to select four junior secondary schools from each Sub-County. Study population purposively consisted of 32 head teachers of public junior secondary schools, 64 teachers and County Director of Education (Nandi County). This type of sampling technique refers to the process by which a researcher selects a sample basing on the experience or knowledge of the group that is to be sampled.

In-depth interview was used to collect more information from the teachers, head teachers and County Director of Education. Validity of instruments was determined by experts in the Department of Educational Administration Curriculum and Teaching of University of Eastern Africa, Baraton. Reliability of the instruments was determined by piloting in 9 public junior secondary schools in Uasin Gishu County whereby the ambiguities, inconsistencies and weaknesses were corrected before use. Quantitative data was analyzed using descriptive statistics in form of frequency counts and percentages. Qualitative data was transcribed and analyzed in emergent themes and sub themes for content.

## 4. Results and Discussion

This section consists of discussion, conclusion and recommendations. The discussions were done based on the four research questions while the conclusions were drawn from the discussions.



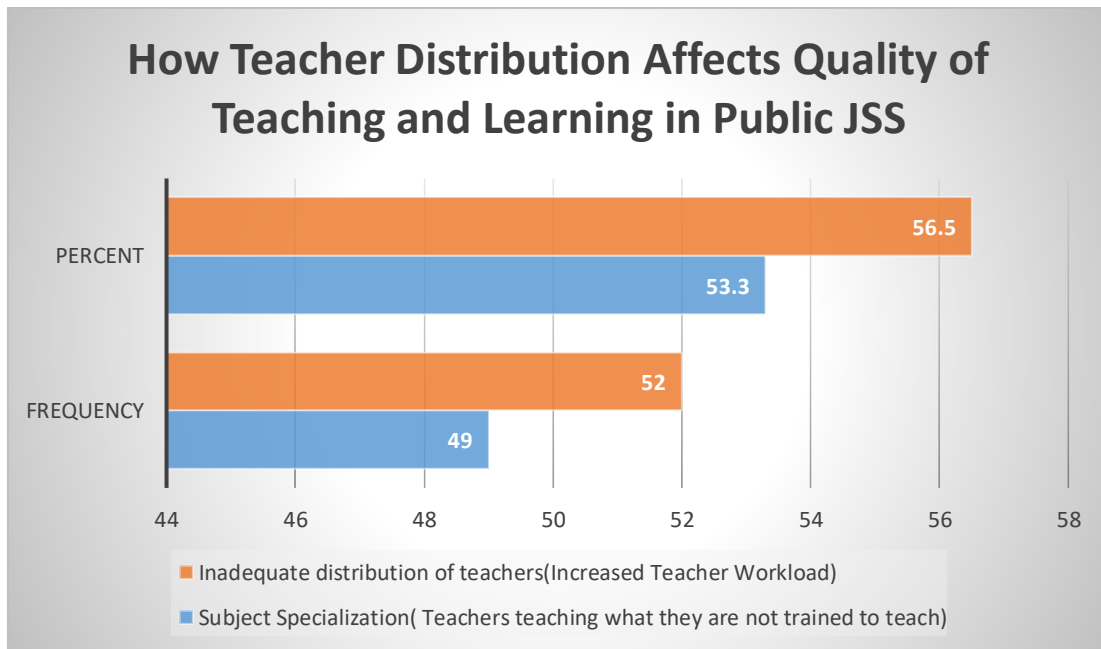
**Figure 1 : Factors Influencing Teacher Distribution in Public JSS**

From figure 1 above, it was established that majority (55.4%) of the participants indicated that number of students in their schools were big to be handled by the number of the teachers available. Some schools had more than one stream for each grade with only two intern teachers posted by the government, posing a serious challenge to these teachers in handling the student population. 37% of the participants had challenges with the resources available in their posted schools with many schools lacking proper infrastructure and even teaching and learning resources. 34.8% of the participants indicated that they were not comfortable with handling some subjects as they were never trained on the subjects before.

For instance, teachers who were trained on arts are forced to handle sciences and performing arts, something they never did in college. In normal circumstances, student-teachers in universities are only trained to handle two subjects that they passed well while in secondary schools. It is a requirement by the Teachers Service Commission (TSC) that a teacher is only allowed to teach a subject that s/he scored a grade of C+ and above. Now in this scenario, a teacher with E in a particular subject is forced to teach the same subject in junior secondary school in their disparity. Only, 27.2% of the respondents were not comfortable with their willingness to teach in junior secondary schools.

Other factors that were pinpointed by the respondents included; government policy on hiring of teachers, for instance, the policy on deployment in your sub-county. This policy disadvantaged the students especially with local teachers' inability to handle certain subjects due to technicality or even influence from mother tongue. The geographical location of a JSS plays a crucial role in teacher deployment. Schools in remote or rural areas faced challenges in attracting and retaining teachers compared to urban or more accessible locations. The level of pay and benefits offered to teachers affected their willingness to work in JSS. Higher salaries attracted more teachers to certain schools that offered extra pay to their teachers on top of what the government offered to them.

Political factors were reported to have sometimes influenced teacher deployment, with certain schools receiving preferential treatment due to political connections rather than educational needs. In addition, political influence also led to high rates of teacher mobility, a constant movement of teachers between schools. For instance, a teacher who was previously deployed in JSS is moved to senior secondary due to political connection disrupting deployment patterns, leading to instability in staffing.



**Figure 2 : How Teacher Distribution Affects Quality of Teaching and learning in Public JSS**

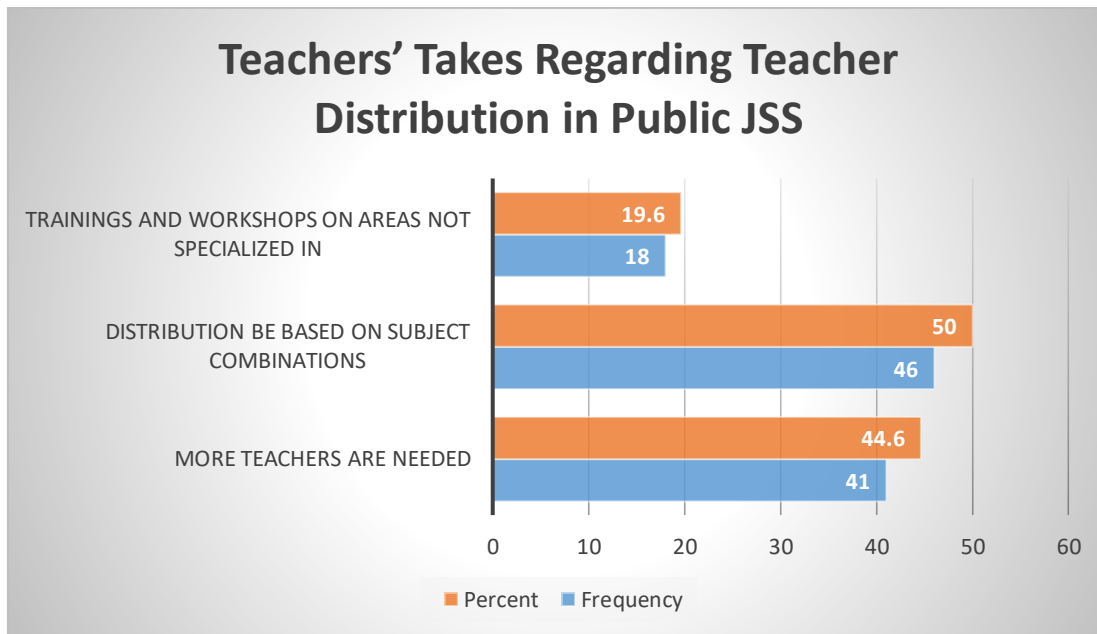
From figure 2 above, majority (56.5%) of the respondents indicated that inadequate distribution of teachers led to high teacher workload in JSS jeopardizing the quality of education. It directly affected student-teacher ratios, which are critical for personalized attention and effective learning experiences. Schools which had few teachers struggled to provide individualized support to students, leading to gaps in understanding and hindered academic progress. Notably, uneven distribution of teachers exacerbated disparities in educational access and outcomes, with marginalized or remote schools often bearing the brunt of teacher shortages.

Moreover, inadequate deployment resulted in overburdened teachers facing burnout and reduced effectiveness, as they attempted to manage large class sizes and diverse student needs with limited resources. This further perpetuated a cycle of teacher attrition, where in some schools, qualified teachers in the JSS left the profession or seek opportunities in more favorable working conditions. The researcher therefore, established that lack of sufficient and well-distributed teachers undermines the overall quality of education, impeding students' academic

achievement, socio-emotional development, and future prospects.

The rest of the respondents were not comfortable with teaching what they were not trained to teach. Teaching subjects for which a teacher was never trained was reported to be significantly impacting the quality of education in junior secondary schools. When teachers lack proper training or expertise in a particular subject, they may struggle to effectively convey complex concepts, provide accurate information, or engage students in meaningful learning experiences. This can lead to confusion, frustration, and disengagement among students, hindering their comprehension and retention of essential knowledge and skills. Moreover, teaching beyond one's training not only undermines the quality of education but also erodes students' confidence in their teachers and the educational system as a whole. Therefore, ensuring that teachers receive comprehensive training and support in the subjects they teach is paramount for delivering high-quality education and fostering positive learning outcomes in junior secondary schools.

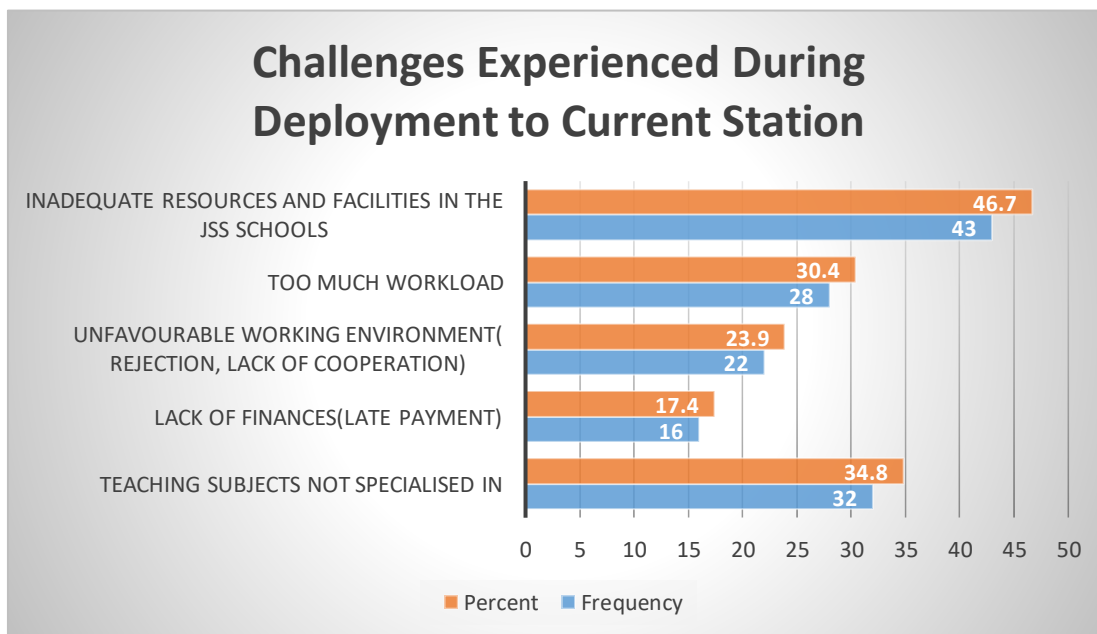




*Figure 3 : Teachers' Takes Regarding Teacher Distribution in Public JSS*

From figure 3 above, majority (50%) of the respondents suggested that distribution be based on subject combination. 44.6% of the respondents indicated that more teachers are needed with only 19.6% of the respondents suggesting for teacher training and workshops on subjects they were never trained for.

Other takes on experiences regarding teacher distribution in public JSS included; no teachers to teach performing Arts subjects and Pre- Technical; teacher distribution and deployment was not based on the schools' staffing needs; teachers were only deployed in their home counties and teacher distribution is biased due to political interferences.



**Figure 4 : Challenges Experienced During Deployment to Current Station**

From figure 4 above, majority (46.7%) of the respondents indicated that they had challenges with inadequate resources and facilities in the junior secondary schools with

most schools lacking laboratories and libraries for the students. 34.8% of the respondents indicated that they had a challenge with teaching subjects they never specialized

on. 30.4% of the respondents indicated that they were experiencing a serious challenge with too much teacher workload. 23.9% of the respondents indicated that unfavorable working environment which included rejection and lack of cooperation with the school management. Only 17.4% of the respondents indicated that late payment by the government posed challenges with their transportation and meeting their basic needs.

Other challenges experienced during deployment to their current station included: Poor working conditions. Teachers often struggle with inadequate facilities, such as classrooms lacking proper ventilation or lighting, which affects both teaching and learning experiences. Additionally, the lack of essential resources, such as textbooks, making it difficult for teachers to adequately prepare lessons and deliver quality education.

Secondly, teacher shortages compound these challenges, putting additional strain on those teachers who are available. With fewer teachers available to handle the workload, existing staff members feel overburdened and struggle to meet the needs of their students effectively. This shortage also lead to increased class sizes, making it even more challenging for teachers to provide individualized attention and support.

Administrative dominance further complicates matters by imposing rigid structures and protocols that do not align with the needs of teachers or students. This top-down

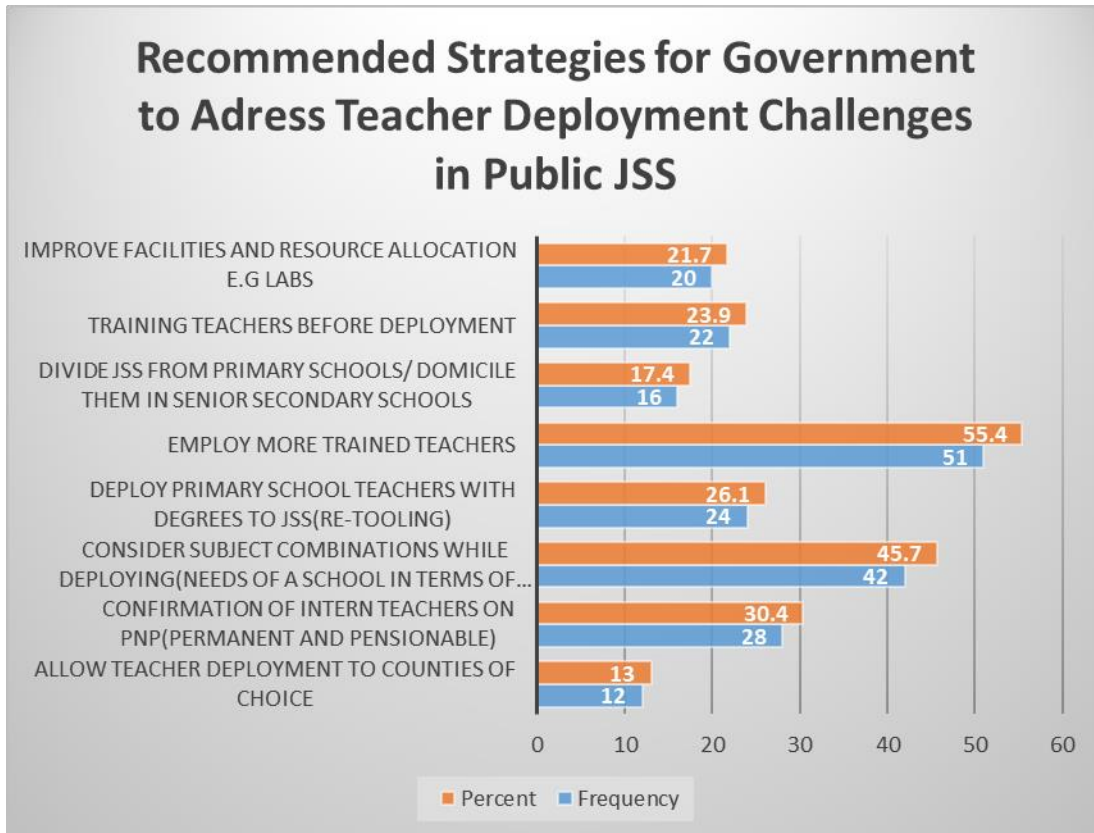
approach was established by the researcher to be stifling creativity and innovation in the classroom, leaving teachers feeling disempowered and frustrated.

Delayed distribution of textbooks added another layer of difficulty, as teachers are often forced to improvise without essential teaching materials. This not only affects the quality of education but also creates additional stress and pressure for teachers who must find alternative resources to supplement their lessons.

Difficulty teaching new subjects, particularly those introduced under the Competency-Based Curriculum (CBC), is a significant concern. Without adequate training and support, teachers struggle to effectively implement these new curricular changes, leading to gaps in student understanding and achievement.

The distance between the workplace and teachers' residences presented yet another challenge. Long commutes were identified to be physically and emotionally draining, leaving teachers with less time and energy to devote to their professional duties and personal lives especially in areas where teachers were never housed by the school.

Finally, the mismatch between teachers' skills and the level of learners they are teaching create significant barriers to effective instruction. When teachers are not adequately prepared to address the needs of their students, both teaching and learning suffer, leading to frustration and dissatisfaction among teachers and learners alike.



**Figure 5 : Recommended Strategies for Government to Address Teacher Deployment Challenges in Public JSS**

From figure 5 above, majority (55.4%) of the respondents recommended for employment of more trained teachers, 45.7% recommended for a consideration on subject combination while deploying teacher to a specific school, 30.4% advocated for the confirmation of intern teachers on permanent and pensionable scheme, 26.1% of the respondents recommended for deployment of public primary school teachers with degrees to JSS, 21.7% of the respondents recommended for improvement of facilities and resources allocation such as laboratories, 17% recommended that JSS be domiciled in senior secondary schools while 13% recommending that teacher deployment be set free to counties of your choice.

Other strategies included; salary increment; having a different administrative structure for public JSS; inducting head teachers on the need to treat JSS teachers better; coming up with frameworks for Team-Teaching.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

In conclusion, these factors collectively contribute to a challenging work environment for junior secondary school

teachers, impacting their ability to deliver quality education and their overall job satisfaction. Addressing these issues requires a comprehensive approach that involves improving working conditions, providing adequate resources and support, offering ongoing training and professional development, and empowering teachers to have a more significant voice in decision-making processes.

### 5.2 Recommendations

The government should hire the JSS teachers based on the need by the respective schools. All primary school teachers with degrees in education should be taken to JSS.

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