Meeting 21st Century Teacher Management Challenges in Kenya through Research.
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PREFACE

Research and Development are key issues to development of any organization such as Teachers Service Commission where the operations and activities are carried out in a clear administrative and scientific approach.

Teachers Service Commission is one of the largest single human resource employers a professional cadre in the country and therefore needs an elaborate policy to guide and spearhead research and development activities in all the service areas. The capacity of the commission has grown over time in terms of numbers and organizational structure with the introduction of several divisions including HIV/AIDS, Teacher Management, Integrity Services and Quality Assurance & Standards. In addition existing departments have since expanded to cope with the changing styles in human resource management.

These among other aspects make it imperative for the commission to have a strong research and development policy to guide its development agenda taking into consideration the dynamic linkages among various departments as well as the external environment.

The commission has therefore taken a noble step to develop this Research and Development Policy. This initiative is in line with the Commission’s endeavourer to maintain local and international standards in provision of efficient and dynamic services to teachers and other stakeholders.

This policy emphasizes the need for demand–driven and cost-effective research and development programs that respond to emerging challenges in service delivery in the context of resource constraints and rising public expectations.

The strategies outlined in this policy are aimed at directing all research activities in the commission and provide clear linkage between the operations at head office and in the field thereby addressing the challenges encountered by employees in order to spearhead the commission towards greater efficiency in service delivery.

The implementation of this policy will enable the management to make informed decisions and embrace more scientific approaches in running the commission.

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FOREWORD

Research and development policy framework that has been in operation does not clearly and exhaustively address issues pertaining to research and development in the commission in which teacher management issues and styles need dynamic and scientific back up in line with modern styles of human resource management and delivery of services. This scenario culminated to uncoordinated and ad-hoc approaches in research related activities leading to increased operational costs and misdirection of activities geared towards project implementation.

Currently the commission has shifted from a process oriented to results-oriented approaches to management especially with the adoption of performance contract realm in line with government requirements. This management reform coupled with need for higher efficiency calls for setting of very specific performance targets that need more flexibility and scientific modes in mobilization of resources.

This Research and Development Policy has been developed to address this gap by providing the commission with a clear direction in making informed decisions about prioritizing and sequencing of various activities in its programs based on research.

It is my hope that the implementation of this policy will contribute significantly to improvement in service delivery and steer the commission to greater performance efficiency towards the realization of set targets. The policy will also enable the commission to deal with teacher management issues more accurately and satisfactorily.

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1.0 INTRODUCTION AND BACKGROUND

1.1 Introduction
The Economic Recovery Strategy for Wealth and employment Creation (ERSWEC) has identified education as one of the key pillars in bridging the poverty gap. This means, the provision of education and training to all Kenyans remains fundamental to the success of the Government’s overall development strategy.

In recognition of the critical role education and training plays in the development of the nation, the Government developed the Sessional Paper № 1 of 2005, as a policy framework for Education, Training and Research in the 21st Century. This role was further amplified in the Kenya Education Sector Support Programme (KESSP) 2005-2010.

The Sessional paper № 1 of 2005 and KESSP have further identified teachers as one of the most important inputs to the education system. The efficient management and utilization of this resource, therefore, remains critical to the quality of learning outcomes.

Both the Economic Recovery Strategy for Wealth and Employment Creation and the Sessional Paper No. 1 of 2005 describe research as a means towards creating wealth and enhancing human resource development. Thus Research and Development is a critical component of education and training.

Research and Development in this context is described as a scientific investigation aimed at improving the existing quality of services delivered, the outputs, the tools and processes involved in service delivery. Research has been recognized as a central tool in the provision of accurate, precise and systematic information for management decision-making.

The TSC Research and Development policy seeks to define the institutional framework that will facilitate the promotion of research relevant to teacher management functions in particular and various other factors that affect the performance of teachers in general. The Commission recognizes that there are many ways, means and levels of research and shall establish and make use of the widest possible range consistent with its needs.
The policy emphasizes the need for demand–driven and cost-effective research and development programmes that respond to emerging challenges in service delivery in the context of resource constraints and rising public expectations.

While providing an enabling environment for individuals and organizations that undertake research relating to teacher management, the policy establishes operating guidelines to ensure that the Commission benefits from such research programmes and that the findings are shared as widely as possible.

The ultimate goal of this policy is to ensure that the Commission is able to sustain provision of effective teacher management services in spite of the many challenges and scarcity of resources.

1.2 BACKGROUND
The Teachers Service Commission (TSC) was established by an Act of Parliament, CAP 212 of the Laws of Kenya in 1967 and mandated to register, recruit, remunerate, deploy, discipline teachers, and more importantly the Commission reserves the responsibility to maintain teaching standards in public schools and tertiary institutions.

The Commission has grown tremendously since it was established, with an initial teaching force of 39725 in 1968 to the current 235,000. The size of the teaching force accounts for about 55% of public service workforce. This makes the Commission one of the largest human resource management organizations in the country.

To effectively carry out its mandate the Commission is undertaking key reform measures in line with the Government public service reform agenda, which puts emphasis on improvement of service delivery.

These reforms include – the decentralization of some of its functions such as recruitment, deployment and discipline to lower level educational structures at the districts and school levels; reorganization of the TSC administrative structure and the implementation of the Integrated Payroll and Personnel Database (IPPD) system among others.
In order to enhance the Reform agenda, the Commission has adopted the Performance Improvement strategy that entails Strategic Planning, the introduction of Performance Contracting and other results-based management initiatives. These in turn necessitated the reorganization of the Commission’s administrative structures and policy orientation to accommodate these reform initiatives and other emerging trends in management of public affairs.

1.2 RATIONALE

The Teachers Service Commission plays a significant role in the public sector. The responsibility of managing a large teaching force places the Commission in a strategic and sensitive position both in terms of implementation of Education Sector policies and in allocation of national resources.

Although the Sessional paper no. 1 of 2005 and KESSP 2005 place the overall responsibility of Research and Development on Ministry of Education, it recognizes and emphasizes the need for individual organizations to develop research capacities within their jurisdiction for the purpose of providing and improving quality and sustainable services.

The TSC Policy framework currently existing does not explicitly address issues pertaining to research and development in the education sector and in particular teacher management issues. This has often led to uncoordinated and ad-hoc approaches in research related activities. Quite often individuals and private institutions and organizations undertake research and surveys that focus on teachers or services offered by the Commission without the active participation of the Commission. Data from these surveys is often distorted or the findings not shared with the stakeholders concerned.

The shift from a process oriented to result-oriented approaches to management calls for setting of very specific performance targets that need more flexibility and autonomy in mobilization of resources. This can only be sustained if there are clear mechanisms for research and development feedback. A research and development policy is thus essential in enhancing a
results-oriented management, better utilization of resources and improved service delivery

2.0 POLICY STATEMENT
The Commission shall initiate research activities through established guidelines aimed at improving operational efficiency in all service areas and endeavor to carry out continuous process analysis with a view of identifying areas that require re-engineering and provoke research in order to improve work performance.

The Policy shall also seek to align sectoral policies with broader national goals, and ensure that all Research programmes undertaken for or on behalf of the Commission meet the organizational goals and objectives. The Commission shall endeavor to build the necessary capacity for its research personnel for effective, demand driven research and development services.

The policy will assist the Commission to streamline its research and development component to provide guidelines for efficient and effective linkages in policy formulation, policy implementation and feedback through research and monitoring and evaluation for improved decision-making.

In addition, the policy will provide direction on how to design, plan, manage, and co-ordinate research and development in teacher management; and provide clear guidelines on the sharing, dissemination and application of research findings for decision-making.

3.0 AUTHORITY
This policy derives its authority from:

- The TSC Act Cap 212 of the laws of Kenya;
- The Education Act CAP 211
4.0 OBJECTIVES

The specific objectives of this policy are to:

- Provide a framework for safe, ethical & profitable development & application of educational research;

- Provide guidelines for the conduct, coordination and sharing of research information for decision making at various levels in the Commission.

- Facilitate dissemination of research and development findings on teacher management to the stakeholders and the general public.

- Review administrative and legal mechanisms on research and development to harmonize them with the Commission’s obligations and core functions.

- Promote and coordinate R&D activities to meet macro economic and national priorities.

- Facilitate resource mobilization and empowerment for policy implementation based on research and development findings.

- Accelerate the acquisition and development of relevant benchmarking parameters and programmes so that TSC becomes competitive in the service delivery industry.

- Promote collaboration with public and private sectors, and international agencies to advance the capacity for research.

5.0 SCOPE

This policy applies to all TSC employees, agents, and private institutions that undertake research and disseminate information on behalf of the Commission.
It does not apply to teachers to the extent of their preparatory work in curriculum implementation, lecturers in public universities and government ministries and other research based institutions.

6.0 PRINCIPLES

The principles that guide this policy are in accordance with national laws, policies, guidelines and regulations. These principles include:

6.1: Confidentiality

Precautionary measures will ensure an adequate level of protection during the handling, sharing and use of research findings. It will also ensure that access to data and information from public offices is bound by the rules of confidentiality as stipulated in the Official Secrets Act.

6.2: Equity and fairness

Allocation of resources and identification of enumeration locations will be done fairly without favoring any region or staff. Recruitment of research personnel will be done without discrimination on the basis of gender, race or religion.

6.3: Networking and partnership

Strengthening partnership with institutions both local and international that undertake research on public issues.

7.0 ROLES AND RESPONSIBILITIES

The Commission Secretary, in collaboration with the various user departments, shall implement this policy.

8.0 GENERAL GUIDELINES

The Commission will encourage both corporate and individual research on approved programmes. The type of research will depend on the scope, priority need and level of funding.
8.1: Classification and Types of Research

Research programmes should capture the following areas:
- General service delivery surveys to be done twice yearly
- Process analysis on a particular functional area
- Ad hoc surveys on management issues
- Major studies on cross cutting issues
- Routine monitoring and evaluation of TSC functions

8.2: Appraisal of Research Projects

TSC employees intending to undertake independent research projects shall be required to channel their proposals, in the prescribed formats, to the TSC Research and Development Co-ordination Committee, through their Heads of Departments/Institutions at least one month prior to the research commencement date.

8.3: Eligibility criteria for Research proposals

Research proposals shall be appraised on:
- Priority area/need
- Relevant area of study
- Previously undertaken research in a specific area (As per the format in Annex III)

8.4: Technical Support in planning and implementation of R&D programmes

The Policy, Planning and Research Division shall provide technical support to all service areas in the design, appraisal and implementation of Research and Development projects. The PPR shall also serve as Secretariat to the R&D Coordinating Committee.
9.0 POLICY IMPLEMENTATION

The Commission shall design appropriate strategies, use existing institutional framework and provide specific tools for the implementation of this policy. The committee will comprise of heads of departments and shall meet on a quarterly basis.

9.1: Implementation strategy

In addition to establishing a Research and Development co-coordinating committee, the Commission shall use the existing administrative structures to implement this policy. The following will be the roles of its implementers:

9.1.1: SENIOR DEPUTY SECRETARY - ADMINISTRATION

The SDS (A) will be charged with the responsibility of the overall management of the policy. He shall:

- Ensure that the Chairman of the Commission, Commissioners, the Commission Secretary and the Heads of Departments fully briefed on all research and development proposals and programmes.
- Chair the Research and Development Coordination Committee.
- Ascertain that:
  - Research programmes support the organizational strategies and objectives based on priority areas.
  - Research programmes are relevant, up to date, systematic and cost effective.
  - Research programmes are built into the TSC annual operation plans and that they are integrated, holistic and part of long term planning.
  - A pool of professionally qualified and competent researchers and research providers is established.
  - There exists an effective evaluation and feedback system.

9.1.2: HEADS OF DEPARTMENT
Each Head of Department is responsible for the initiation, implementation and review of Department specific research programmes in the service areas.

Advocate for inclusion of research programmes in their respective annual work plans and budgets.

Promote research and development issues for decision making at all levels.

Strengthen commitment at the highest level of management.

All Heads of Department shall be members of the TSC R&D Coordination Committee.

9.1.3: HEAD OF POLICY, PLANNING AND RESEARCH DIVISION

The management and co-ordination of research and development programmes shall be the responsibility of the Policy planning and Research division. The division shall be responsible for the development and implementation and review of the R&D policy. The Head of PPR shall:

- Report to the SDS (A).
- Be the Secretary to the Commission’s R&D Coordinating Committee.
- Co-ordinate all R&D programmes of the Commission and review them periodically for compliance and progress.
- Link R&D to the MTEF budgeting process.
- Provide technical support to R&D programmes at all levels of the Commission.
- Monitor and evaluate implementation of the R&D policy.
- Establish and maintain a TSC-R &D inventory.
- Establish direct link with Department of Research at MOE headquarters.
- Establish R &D web page on TSC web site where all abstracts of R&D will be posted.
- Generate topical issues on TM R&D.
- Publish at least three best R&D outputs every year.
- Participate in Teacher Management R&D studies conducted by other educational service providers.
9.1.4: OTHER HEADS OF DIVISIONS AND HEADS OF SECTIONS

- Establish the Teacher Management Research Information systems at the Divisional and Section levels
- Develop and nurture R&D capacity both at the secretariat and field (Teacher).
- Enhance accessibility of R&D reports among staff members both at the HQs and at the Units.

9.2: Funding Strategy

The Commission will, as much as possible, provide adequate funding, and corporate commitment to capacity building for promotion of research and development.

Funds for Research and development programmes will be sourced from:

- Annual allocation for research and development from the TSC recurrent budget.
- Additional funding shall be sought from other public organizations and development partners.

9.3 IMPLEMENTATION TOOLS

The following will be the policy implementation tools.

- Annual R&D Operational and work Plans
- Minutes of the TSC R&D Coordinating Committee
- Research Proposals on various Teacher Management issues
- Any other relevant documents
10.0. MONITORING AND EVALUATION

During the implementation of this policy, the Commission will ensure that there is continuous monitoring and evaluation to efficiency, accountability & transparency.

The Monitoring and evaluation of the policy will be carried out by:
- The TSC Monitoring and Evaluation Committee.
- The HOD Meetings will analyze R&D monitoring and evaluation reports.

11.0. POLICY REVIEW

This policy will be reviewed from time to time to ensure it remains relevant to the needs of the TSC. Stakeholders will be invited to submit concerns and emerging issues pertaining to this policy and specific proposals in addressing such issues within the policy framework.
ANNEXES

Annex 1

Implementation Strategy

Terms of Reference for Research and Development Coordinating Committee shall supervise the policy implementation and review. The specific roles shall include the following:

- Establish linkages with the Kenya Institute of Policy Planning and Research Analysis (KIPPRA) and other institutions that undertake programmes related to teacher development and performance.
- Advocate for specific provisions in the Education Act and other legislation to empower and facilitate the TSC conduct research and development on identified needs.
- Create awareness among employees about the value and importance of research.
- Identify areas that require research among the Commission’s core functions and encourage TSC staff to undertake such activities.
- Regularly monitor the policy to determine its relevance, appropriateness and effectiveness in meeting objectives.
- Prepare periodic reports on R&D programmes.
- Vet and approve all research proposals submitted.
- Allocate funds for the identified Research and Development programmes.
  - Establish databank of research persons both in the field and at the secretariat.
  - Develop training packages on research techniques for its research personnel (both at secretariats and field).
• Identify and second its research personnel's to relevant R&D training programmes offered by other related institutions.
• Establish competitive R&D grants for post graduate students in education and staff members both at secretariat and Field.
• Develop data bank on organizations offering grants towards R&D both within and outside the country.
Annex 2

Institutional Framework for Co-ordination of R&D

Diagram:

- COMMISSION
- SECRETARY/CHIEF EXECUTIVE
- RESEARCH AND DEVELOPMENT CO-ORDINATING COMMITTEE
- SDS (A)
- SDS (F)
- SDS (IA)
- SDS (S)
- SDS (HR)
- R&D SECRETARIAT (PPR)
- DIVISIONAL/SECTIONAL RESEARCH AND DEVELOPMENT TEAMS
Annex 3

Research Format

The format for a research proposal:

- Background
- Statement of the problem
- Rationale / Justification
- Methodology