

**TEACHING STAFF RECRUITMENT PRACTICES AND ITS IMPLICATIONS ON
FEMALE TUTORS' STAFFING IN PUBLIC TEACHERS TRAINING
INSTITUTIONS IN UGANDA: A CASE STUDY OF
BUSOGA SUB-REGION**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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SEPTEMBER, 2023

DECLARATION

I, Mainja Erisa declare that this is my original work and it has not been presented to any institution for the award of Master of Education (Planning and Administration) or any other qualification in Uganda.

Signed: -----

MAINJA ERISA (RJ20M06/007)

Date: 19 / 08 / 2023

APPROVAL

This Dissertation is submitted with my approval as a university supervisor.

A handwritten signature in black ink, appearing to read 'BBBAB', with a long horizontal stroke extending to the right.

Signed: Bernadette Busingye Babishangire (Mrs)

Supervisor

Date: 19/08/2023-----

DEDICATION

I dedicate this Dissertation to God the Almighty who has kept His word and brought it into fulfillment in my life. To Him be all the glory and honors for what He has done. I also dedicate this work to my beloved wife, Patricia Awebwa who have greatly encouraged, prayed and supported me during my two years of studies in Uganda Christian University. I further dedicate this work to my siblings for their constant love and support.

God bless you.

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ACRONYMS

CBE	Curriculum Based Establishment
ESC	Education Service Commission
MoES	Ministry of Education and Sports
TTIs	Primary Teachers Colleges
TSC	Teaching Service Commission
UCU-REC	Uganda Christian University Research Ethics Committee
BOGs	Board of Governors
TIET	Teacher Instructor Education and Training

ABSTRACT

The study aimed at exploring the teaching staff recruitment practices and its implications on the female tutors' staffing in public Teachers Training Institutions (TTIs) in Busoga Sub-Region. The study objectives included: to assess the criteria used by Education Service Commission to recruit staff in public TTIs, to establish the effects of decentralization of recruitment on female tutors' staffing in public TTIs, and to determine the effects of restructuring tutors' education on female tutors' staffing in public TTIs. The research employed a cross-sectional survey research design. Both quantitative and qualitative approaches were used. The study population comprised of four (4) principals, 12 ESC officials and 76 tutors. These were purposively and simple randomly selected. Data collection instruments included questionnaires and interview guide. Data was analyzed quantitatively and qualitatively. The study revealed that ESC is in-charge of tutors' recruitment and employment practices that has an influence on the number of tutors recruited in terms of gender; the scarcity of female staff with the necessary qualifications in natural sciences has an influence on the number of tutors recruited in terms of gender in public TTIs; ESC is in-charge of tutors' confirmation, which has an influence on the number of tutors recruited in terms of gender; and the level of advertisement, and advertisement modes by ESC has an influence on the number of tutors recruited in terms of gender in public TTIs; these are the major criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions. The study also revealed that in TTIs, recruitment of former students/graduates that performed well at colleges/University and ignoring gender considerations; the recruitment, selection and appointment of tutors are responsibilities of local BOGs, carried out by the TTIs management; and there is tendency of forwarding the candidate name by Principal and approved by the ESC in public TTIs; these are the major effects of decentralization of recruitment on female tutors' staffing in public Teachers' Training Institutions. The study further revealed that in TTIs, departmental restructuring has an influence on the number of tutors retained in terms of gender; the prevention of overstaffing has an influence on the number of tutors retained in terms of gender in TTIs; and restructuring to have better organisation performance and more discipline has an influence on the number of tutors retained in terms of gender; these are the major effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions. Basing on the above, it is concluded that teaching staff recruitment practices has an influence on the female tutors' staffing in public Teachers' Training Institutions in Busoga Sub-Region. The study recommended that there is need for the streamlined government policy on tutors' recruitment, selection and deployment. Gender equality during tutor recruitment and deployment should be given a priority; and areas of further research were suggested.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The study aims at establishing the teaching staff recruitment practices and its influence on the female tutors' staffing in public Teachers Training Institutions in Busoga Sub Region. The teaching staff recruitment practices as an independent variable and female tutors' staffing as a dependent variable. The first chapter entails the background to the study, statement of the problem, purpose and objectives of the study; and research questions. It also highlighted the scope, justification, and significance of the study, in addition to the conceptual framework.

1.1 Background to the Study

The study aims at establishing the effects of teaching staff recruitment practices on the female tutors' staffing in public Teachers Training Institutions in Busoga Sub Region. This sub-section entails the historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical Background

World-over, Oliech. Odongo & Raburu (2016) noted that the success or failure of any system or programme of an organization greatly depend on its human resource that is staffing. Selma & Jon Frode (2013) assert that an excellent staffing program begins with hiring the right people and placing them in positions of responsibility that allow them to maximize their skills, knowledge and talent. Different education institutions have set up policies on staffing. These policies vary from one education institution to another; or one level to another. Since education institutions are never static, staffing policies are likely to

change from time to time to address emerging trends. Higher institutions of learning require adequate staff to enable it achieve its objective. The staff should be adequate in number, gender and in qualification to ensure stability and continuity. Staffing of Teachers Training Institutions (TTIs) with adequate tutors has been a challenge to the government not only of Uganda but also of other parts of the world. There has been rising gender disparities in tutor staffing in most countries (Michael, 2015). Other countries have put in place staffing policies and measures to deal with various staffing challenges, including gender disparity.

The history of gender disparity in society has been both historical and prevalent in education and can be traced way back in all parts of the world. In USA, American constitution established a federal state yet with limited powers including management of education (Oliech. Odongo & Raburu, 2016). Education falls under the primary authority of the states. Control of education in each state is delegated to local school districts. All states have an appointed or elected state superintendent of schools or agency. Local school districts have vast powers including hiring and firing staff in education institutions that greatly influence their female tutors staffing; however, female tutors' shortages still exists (Andrew & Schwab, 2015). On the other-hand, America introduced Teach for America (TFA) policies which attract the best, brightest and talented students to be recruited to energize tertiary institutions improvements (Mikunde & Wise, 2018). Each state makes its own rules concerning who can be certified and what they can be certified to teach.

Similarly in Sub-Saharan Africa, Munabi, Clair, Merlin & Nabudere (2017) argue that recruitment/staffing policies vary from one country to another depending on the type and

nature of education institution. Teachers Training Institutions in Nigeria are categorized depending on the sponsor; government, community schools, Voluntary controlled schools, Voluntary Aided or foundation or Trust, which greatly has an influence on the trend or nature of female tutors' staffing. Staffing is therefore decentralized and delegated to various bodies and boards like Local authority Council, the governing council and Diocesan council. These authorities set staffing policies in respective schools in line with the constitution. In Ghana, Mikunde & Wise (2018) argued that staffing of tutors is done by the Teaching Service Commission (TSC) which was established through the teaching service Act of 1982 and its regulation of 1983. Teachers Service Commission is in charge of teacher employment, recruitment, confirmation, promotion, appointment, transfer, discipline and termination of employment. However, with these policies in place, the numbers of female tutors in most of these TTIs have remained limited, which creates a worrying situation that need to be investigated.

Further, according to Ingersoll & Kralik (2018), in Kenya, staffing practices have evolved from the time the first school was set up by the missionaries and has changed from time to time during the colonial and post-colonial era. At independence, recruitment of tutors had been supply driven. This was basically to replace the expatriate that were leaving when Kenya attained independence and to cater for increased student enrolment. Under this system, graduates were posted as soon as they graduated from colleges (Sifuna & Otiende, 2016). This system changed in 1997 with the government practices on staff rationalization, retrenchment and freeze of employment. In 2001 teaching staff recruitment became decentralized. With the elevation of Teaching Service Commission (TSC) to a constitutional body from May (2012), TSC has set up policies on transfers which among

other things include availability of vacancy, promotion after a successful interview or on medical ground (Sifuna & Otiende, 2016). However, few female tutors have been found to have been recruited under this system in most of tertiary institutions.

Historically, Munabi, Clair, Merlin & Nabudere (2017) revealed that in Uganda, the process of tutors' recruitment and staffing varies according to various factors including the criteria used by Education Service Commission, certifying of tutors, employment/tutors' qualifications, recruitment decentralization and restructuring tutors' education. The Education Service Commission was established by Article 167(1) of the Constitution of the Republic of Uganda, 1995, and Article 168(1) sets out its functions, authority and autonomy in implementing its mandate; including the recruitment of all staff (teaching and non-teaching staff) of post primary and tertiary institutions except national universities (Education Service Commission, 2021). Despite the presence of such autonomous body with full rights to equally recruit tutors, gender disparity among teaching staff in public Teachers Training Institutions across Uganda have remained prevailing (Sifuna & Otiende, 2016). The nation's teaching workforce continues to be predominantly male (68%) and female (32%). In this regards, there are many reasons for recruiting more men to the teaching work force in tertiary institutions (Higenyi, 2017).

1.1.2 Theoretical Background

There are various theories that talk about the teaching staff recruitment practices and the female tutors' staffing in public Teachers Training Institutions ranging from Social Closure Theory, job queue theory to mention but a few. For the basis of this study, the researcher concentrated on **Social Closure Theory**. In this theory, recruitment and selection is one of

the most significant management functions. The whole process represents a significant investment in both financial and other resources. Recruitment and selection are two of the most significant functions of personnel management; and it helps in selecting a right candidate. Occupational segregation by race and gender has negative economic consequences for affected groups, and is linked to many contemporary social problems. In a recent paper, Tomaskovic-Devey (1993b) contends that occupational segregation is the dominant sociological reason for the male/female earnings gaps. The social consequences of occupational segregation are well-documented. It forces women and minorities in to a narrow range of occupations which offer little training and few opportunities for advancement (Kaufman, 1986). The consequences of occupational segregation are lower wages (Jacobs, 1989a), less autonomy (Jaffe, 1989); and less authority (Wolf & Fligstein, 1979a) for affected groups. Moreover, the poor work histories which often result from the recruitment segregation are associated with unemployment, labour market isolation and gender disparities in the places of work. Teaching staff recruitment segregation also constrains the productive capacity of the labour force, robs the economy of valuable human resources and exacerbates the problems mentioned above (Blau, 1984).

There are competing explanations which attempts to explain teaching staff recruitment segregation. Supply-side theories emphasize the choices that men and women make concerning training and career paths. These choices are affected by the prevailing gender-role ideology, which, beginning at a young age, socializes individuals into their proper gender roles. In another argument, the human capital perspective contends that gender differences in career and education choices leads to skills and experiences which are unequally valued in the market, however, has an influence on the recruitment choices. The

social closure theory contends that employer practices are attempts at preserving male privilege at work, home and the community (Blau, 1984). Employers reserve the best jobs for males. This protects the status of males at the job level, and at higher levels in the tertiary institutions. Additionally, reserving the best jobs for males reinforces the image of males as superior, and also protects the image of self among males. In contrast, the institutional theorists maintain that practices of informal recruitment segregate men and female into different occupations, into different job ladders, and into different titles. Furthermore, their segregating effects reinforce culturally defined notions about the proper roles of men and women. In essence, the segregating effects of informal recruitment satisfy and reproduce the cultural beliefs of market actors, which explained their persistence over time.

1.1.3 Conceptual Background

Staff Recruitment, according to Sigoma (2020) means to estimate the available vacancies and to make suitable arrangements for their selection and appointment. Recruitment is understood as the process of searching for and obtaining applicants for jobs, from among whom the right people can be selected. In this study, the researcher considered recruitment as the process of finding and attracting capable applicants for the employment.

Staffing is the process by which organizations ensure that they have the number and type of people needed to create, produce and deliver the organization's products and services (Selma & Jon Frode, 2013). Michael (2015) view staffing as bringing in and training the staff and maintaining favorable condition of work. Sigoma (2020) defines staffing as the task of finding people who either possess or have potentials to develop the knowledge or

skills and attitude that shall enable an organization to carry out the task necessary for the achievement of aims and objective.

1.1.4 Contextual Background

In this regard, Munabi, Clair, Merlin & Nabudere (2017) noted that Uganda, like many other developing countries in Africa has faced a challenge of having limited tutors staffing in public Teachers Training Institutions. The process of tutors' recruitment and staffing varies according to various factors including the criteria used by Education Service Commission, recruitment decentralization, restructuring tutors' education, certifying of tutors, employment/tutors' qualifications, mention but a few, which sometimes has an influence on the tutors' recruitment basing on gender. According to Education Service Commission (2021), the Education Service Commission is established by Article 167(1) of the 1995 Constitution of the Republic of Uganda, and Article 168(1) sets out its functions, authority and autonomy in implementing its mandate. The commission is responsible for approximately 70percent of the public service of Uganda. These include the staff of the Ministry of Education and Sports (MoES) Headquarters and all staff (teaching and non-teaching staff) of post primary and tertiary institutions except national universities. In other words, the mandate of Education Service Commission (ESC) is to: advise the president in performing his/her functions in relation to Article 172 of the Constitution and on appointing all personnel in the education service and charged in developing, maintaining and improving the quality of those personnel and that of the service generally.

More so, Higenyi (2017) argued that there are many reasons for recruiting more men to the teaching work force in tertiary institutions. Some point out that men bring something

different to women into TTIs and the job of teaching. Others point out that it is not only male tutors upholding traditionally “masculine” ideals and values that are needed, but rather that students also need to experience adult men in professions that entail involvement in and display of male caring. Another argument is that male tutors want more male colleagues, and that the work and staff room environment generally gains from tutors of both sexes (Sifuna & Otiende, 2016). In sum, students’ needs for both male and female tutors to identify with and meet as role models seem to be widely accepted. The nation’s teaching workforce continues to be predominantly male (68%) and female (32%).

Although that trend has changed little over the last years, there are several nuances worth noting. It is agreeable that a larger percentage of the most intellectually able women decide to enter careers other than teaching now that more career opportunities are open to them, limiting the number of female tutors available to take on the tutoring positions. With regard to the low percentage of minorities in the teaching profession, there is limited evidence that one of the reasons is the barrier that tutor certification examinations pose to minority female tutors’ candidates. Much has been made in recent years of the issue of the intellectual ability of teachers in comparison with other college graduates. The research conducted in Central region by Higenyi (2017) provides strong evidence that those college female graduates with the very highest demonstrated intellectual proficiency are less likely to go into teaching than other college male graduates. There is also limited evidence that poor hiring practices may be, in part, to blame for these disparities.

Kababi (2020) noted that there are four TTIs in Busoga sub-region of Uganda namely; Bishop Willis Core TTI, Jinja Teachers Training Institutions-Wanyange, Kaliro TTI, and

Walugogo TTI. However, for a substantial period of time, the majority of the tutors in TTIs have been male; male tutors have traditionally been in the majority. Still, the proportions of female tutors have continued to reduce in TTIs as well. In 2012 the number of female applicants for teaching posts in TTIS under Education Service Commission (ESC) was 33.5%, which is a slight increase of 1.5% compared to 2001 (Education Service Commission, 2021). However, there is a huge gap to be filled, as only limited number of female tutors are recruited to the teaching position in the TTIs in Uganda, Busoga Sub-region in particular. Despite all these teaching staff recruitment practices in place, female tutors' shortage is still a problem in many parts of Uganda including TTIs in Busoga Sub-region. Indeed, apart from tutors not being enough, tutors are not equitably distributed (Kababi, 2020). Currently, female tutors deficit raises questions about the staffing practices and its' implementation in TTIs and therefore understanding the effect of staffing policies on TTIs tutors distribution in Busoga sub-region is important in developing strategies to eradicate disparity and this therefore justified the present research.

The Ugandan government has been committed to staffing of all public schools with sufficient tutors as per the curriculum based establishment and returns (Kababi, 2020). There has been recruitment of tutors in TTIs from time to time in line with ESC staffing practices. Staffing practices defines issues on employment, transfers and deployment. Staff balancing and rationalization has also been done on top of restrictive policies to tutors to address staff turnover (Sigoma, 2020). The Uganda Government has been keen on reducing tutor turnover by creating incentives like hardship allowances in some part of Busoga sub-region. Despite all these measures, there still exist deficits and disparities. The trend is worsening with the introduction of subsidized tertiary institution education. Further,

BTVET-19-2-204 and BTVET-22-2-2021 respectively, 187 tutors were recruited and only 54 are female and 133 are male. The teaching staff list of Kaliro TTI indicated 22 teaching staff only 5(five) are female and 17 are male. Unfortunately, the researcher realizes that there is low recruitment in TTIs and particularly female teaching staffs are at the verge of elimination in these institutions. The fact that these disparities and deficits exist suggest the existence of certain factors (constraints) influencing the implementation of these staffing policies (Education Service Commission, 2021). This study therefore examined the teaching staff recruitment practices and its implications on female tutors' staffing in public Teachers Training Institutions in Busoga Sub-Region.

1.2 Statement of the Problem

Ideally, the success of any practices lies in its effective implementation and staffing practices for tutors are meant to ensure sufficient teaching force that is equitably distributed in all public Teachers Training Institutions (Higenyi, 2017). The streamlined teaching staff recruitment practices in Uganda inform of the criteria used by Education Service Commission, decentralization of recruitment, restructuring tutors' education, certifying of tutors and employment/tutors' qualifications, mention them have been emphasized in order to promote equality in tutors' staffing in TTIs (Mikunde & Wise, 2018).

Despite various teaching staff recruitment practices put up by Ministry of Education and Sports (MoES) and Education Service Commission (ESC) in Uganda, many TTIs are still understaffed, the available tutors are not equitably distributed and there is still presence of disparities basing on gender (Sigoma, 2020). Busoga sub-region is currently understaffed by few tutors spread across the four TTIs, and female tutors being less than 10 percent

despite regularly recruiting tutors as per the ESC policies. According to esc-advert-July-2019, out of 144 tutors recruited in 2019 only 31(21%) were female and 113(79%) were male. The gender disparities, deficit and inequitable distribution of tutors is therefore not due to non-employment but rather, due to teaching staff recruitment practices being used (Education Service Commission, 2021). The existence of gender disparities, deficit and inequitable distribution of tutors despite regular recruitment suggest a problem in the staffing policies and its implementation, and therefore warranted this research on the teaching staff recruitment practices and its implications on the female tutors' staffing in public Teachers Training Institutions in Busoga Sub-Region.

1.3 Purpose and Objectives of the Study

The study was guided by the purpose and objectives of the study as follows:

1.3.1 Purpose of the Study

To assess the teaching staff recruitment practices and its implications on the female tutors' staffing in public Teachers Training Institutions in Busoga Sub-Region.

1.3.2 Objectives

The specific objectives were:-

1. To assess the criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions.
2. To establish the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions.

3. To determine the effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions.

1.4 Research Questions

The following are the research questions which the researcher sought to answer in the study:

1. What is the effect of the criteria used by Education Service Commission to recruit female staff in public Teachers Training Institutions?
2. What are the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions?
3. What are the implications of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions?

1.5.0 Scope of the Study

The research scope comprised of the content scope, geographical scope and time scope:-

1.5.1 Content Scope

Though teaching staff recruitment practices and its implications on the female tutors' staffing in public Teachers Training Institutions was a global and national issue, the research concentrated on examining the effects of criteria used by Education Service Commission to recruit staff on female tutors' staffing in public Teachers Training Institutions, establishing the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions; and determining the effects of restructuring tutors' education on female tutors' staffing in public Teachers Training

Institutions. The research looked at teaching staff recruitment practices as the independent variable and its implications on female tutors' staffing as the dependent variable.

1.5.2 Geographical Scope

The research was carried out among four (4) public Teachers Training Institutions in Busoga Sub-Region. Busoga Sub-region is found in Eastern Uganda occupying an area of over 10,000 square kilometers and according to the 2014 national census about 40 percent of the people in the eastern region live in this sub region. Busoga consists of the following districts; Bugiri District, Bugweri District, Buyende District, Iganga District, Jinja District, Kaliro District, Kamuli District, Luuka District, Mayuge District, Namayongo District and Namutumba District. The sub-region is home mainly to the Basoga ethnic group. There are four TTIs in Busoga sub-region of Uganda namely; Bishop Willis Core TTI, Jinja Teachers Training Institution-Wanyange, Kaliro TTI, and Walugogo TTI. This area had been selected for this study because of few numbers of female tutors' staffing in the sub-region (Kababi, 2020).

1.5.3 Time Scope

The research was limited to the period between 2011 up to 2021. This was the time when government of Uganda has tried to emphasize female education and equality in employment; however the number of female tutors in Busoga TTIs has remained low (Kababi, 2020).

1.6 Justification of the Study

Ideally, the factors influencing the TTIs teaching staff recruitment practices in Uganda include the criteria used by ESC, decentralization of recruitment, restructuring tutors'

education, certifying of tutors and employment/tutors' qualifications (Higenyi, 2017). These have been emphasized with an aim of reducing gender disparities thus able to attain equal in tutors' staffing in TTIs (Mikunde & Wise, 2018). Despite various teaching staff recruitment practices put by MoES and ESC in Uganda, there is major concern about increasing the number of male tutors compared to their female counterparts in TTIs. There is rising disparities basing on gender among tutors in TTIs in Uganda, Busoga sub-region inclusive (Sigoma, 2020). The gap of gender disparity is widening if the gender inequalities in staffing are not checked in the TTIs. In this essence, the existence of gender disparities, deficit and inequitable distribution of tutors despite regular recruitment suggest a problem in the staffing practices and its implementation, and therefore warranted this research. This shall fill a key practices gap.

1.7 Significance of the Study

It is hoped that the study findings shall help:-

Practices Makers: Practices makers shall find the findings of this study to be an asset since it shall point out the effects of teaching staff recruitment practices on the female tutors' staffing in public Teachers Training Institutions in Uganda. These findings shall point out the emerging gaps in the formulation and implementation of recruitment practices and thereby creating room for review of practices frameworks for efficient implementation.

Education Service Commission (ESC): The information obtained from this study shall enable ESC as an employers to draw and adjust on work related policies that touch on teaching staff recruitment practices thereby optimizing female tutors' staffing. In addition,

this study informs the employers on the advantages or disadvantages of having and implementing better teaching staff recruitment practices in their TTIs.

Academia: The findings of this study point out limitations of the study while outlining the recommendations for further research. This is important since this study shall lay a foundation for advanced studies both for basic or applied research hence contributing to the body of knowledge in public TTIs. Furthermore, through a research project accessible through the Uganda Christian University knowledge portal, this study shall contribute to the existing body of knowledge on teaching staff recruitment practices and the female tutors' staffing in public Teachers Training Institutions.

General Public: The general public in Busoga Sub-region shall be informed on the benefits of having better teaching staff recruitment practices as a tool of enhancing female tutors' staffing in public Teachers Training Institutions.

The Library Users: Information of teaching staff recruitment practices and the female tutors' staffing in public Teachers Training Institutions shall add to the existing body of knowledge on the same.

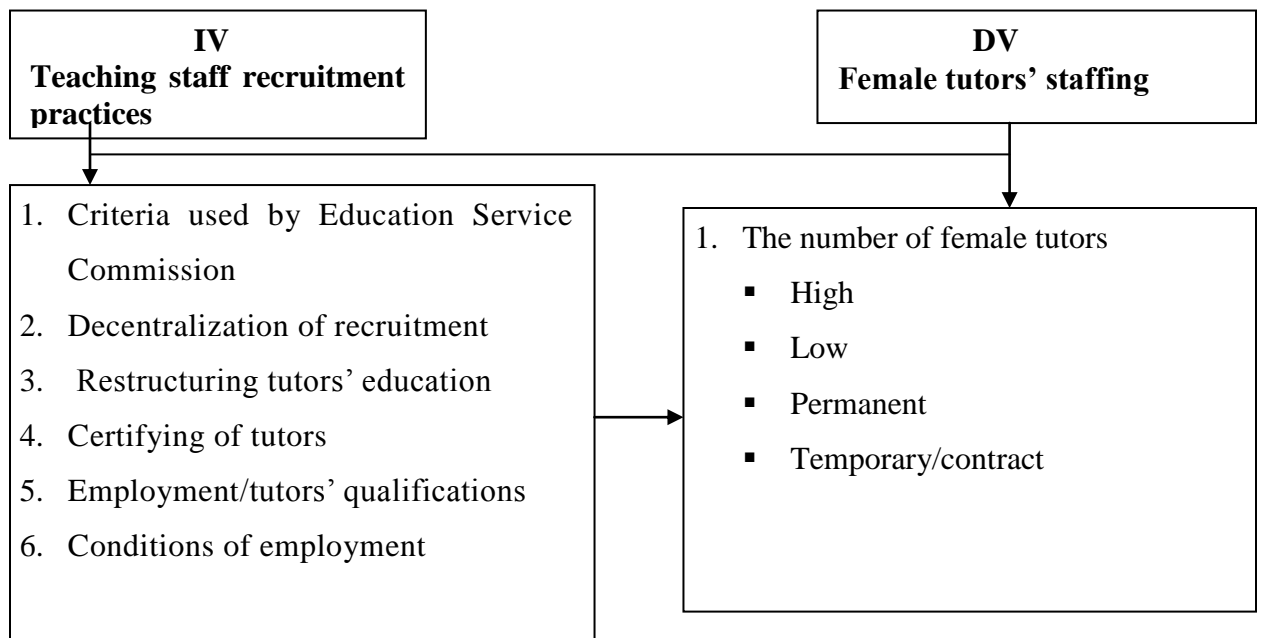
The Researcher: This research shall help more researchers to fully understand the underlying research variables and concepts of field research in a clear way. These shall include; involvement on collecting data, fresh or primary data gathering and analysis, and more skills in report writing. After acquiring such skills, one shall ably carry out other academic and management related surveys in various academic and education fields.

Student: This research shall lead to the award of a degree of Masters in Education in Planning and Administration of Uganda Christian University.

1.8 Conceptual Framework

According to Colander (2013), a conceptual framework is an analytical tool with several variations and contexts. It is a research tool that assists a researcher to have and develop awareness, knowledge and understanding of the situation under scrutiny and to communicate this. The research was based on a conceptual framework as illustrated in Figure 1:-

Figure 1: Conceptual Framework



Source: Adopted from Tomaskovic-Devey (1993b); moderated by the researcher

Figure 1 shows the concepts related to the two-study variables. This was teaching staff recruitment practices as an independent variable and female tutors' staff as a dependent variable. The figure above depicts how the independent variables do affect the dependent

variable. In the same conceptual framework indicated above, it is noted that the teaching staff recruitment practices included elements of the criteria used by Education Service Commission, decentralization of recruitment, restructuring tutors' education, certifying of tutors, employment/tutors' qualifications and conditions of employment. When all these are in place, they greatly have an influence on the female tutors staffing. On the other-hand, female tutors staffing was indicated by the number of female tutors (i.e. either, high or low, permanent or temporary/contract).

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter covers the views, ideas and opinions of different authors, researchers and writers. The literature in this chapter was reviewed basing on the study of objectives and research questions using the following themes: the criteria used by Education Service Commission to recruit staff and female tutors' staffing, the decentralization of recruitment and female tutors' staffing; and the restructuring tutors' education and female tutors' staffing in public Teachers Training Institutions.

2.1 The Criteria Used by Education Service Commission to Recruit Staff and Female Tutors' Staffing

This area entails findings, studies and reports on the criteria used by Education Service Commission to recruit staff on female tutors' staffing in public Teachers Training Institutions. According to Selma & Jon Frode (2018), education authorities, trade unions, teacher educators and researchers all insist that teaching staff recruitment practices is not just a matter of quantity, but also of quality and plurality. The teaching profession in USA has traditionally recruited from a fairly narrow social segment, the segments over represented however changing according to the status of the teaching profession and general trends in society. In this regard, the criteria used by the ESC on staff recruitment, greatly has an influence on the gender disparity among tutors. Besides, Michael (2015) argued that there is a general shortage of tutors possessing the required qualifications in natural sciences as well as in certain practical subjects in primary teachers' colleges and vocational and technical education. The scarcity of mostly female staff with the necessary qualifications in natural sciences is particularly challenging at the TTIs, where more than

half the tutors to be employed have to be males. If the recruitment of female tutors in such TTIs does not increase, there is a risk that they shall practically disappear from education sector.

Mikunde & Wise (2018) argued that the criteria used by the Education Service Commission to recruit tutors greatly influence on the female tutors staffing. In this regards, the level of advertisement, and advertisement modes, qualifications required and lenience of the ESC team to favour female applicant has a great impact. More so, according to esc-advert-July-2019 in Uganda, out of 144 tutors recruited only 31 were female and 113 were male. The gender disparities, deficit and inequitable distribution of tutors is therefore not due to non-employment but rather, due to implementation of teaching staff recruitment policies (Education Service Commission, 2021); which have created gender disparity.

According to Ingersoll & Kralik (2018), staffing policies in Kenya have evolved from the time the first school was set up by the missionaries and has changed from time to time during the colonial and post-colonial era. At independence, recruitment of tutors had been supply driven. This was basically to replace the expatriate that were leaving when Kenya attained independence and to cater for increased student enrolment. With the elevation of Teaching Service Commission (TSC) to a constitutional body from May (2012), TSC has set up policies on transfers which among other things include availability of vacancy, promotion after a successful interview or on medical ground (Sifuna & Otiende, 2016). However, few female tutors have been found to have been recruited under this system in most of tertiary institutions. Indeed, the proportion of female tutors has continued to reduce in Teachers Training Institutions as well.

Further, Sifuna & Otiende (2016) argued that Education Service Commission is in-charge of teacher employment, recruitment, confirmation, promotion, discipline and termination of employment; and such practices has an influence on the number of tutors recruited in terms of gender. Recruitment and selection are two of the most significant functions of personnel management; and it helps in selecting a right candidate. Occupational segregation by race and gender has negative economic consequences for affected groups, and is linked to many contemporary social problems. The consequences of occupational segregation are lower wages (Jacobs, 1989a), less autonomy, and less authority for affected groups. Moreover, the poor work histories which often result from the recruitment segregation are associated with unemployment, labour market isolation and gender disparities in the places of work. However, Otieno (2017) noted that with these policies in place (as above mentioned), the number of female tutors in most of TTIs have remained limited, which creates a worrying situation that need to be investigated.

According to Education Service Commission (2021), the Education Service Commission is established by Article 167(1) of the 1995 Constitution of the Republic of Uganda, and Article 168(1) sets out its functions, authority and autonomy in implementing its mandate. The commission is responsible for approximately 70 percent of the public service of Uganda. These include the staff of the MoES Headquarters and all staff (teaching and non-teaching staff) of post primary and tertiary institutions; however, the gender disparities have continued to be observed in TTIs. Besides, Munabi, Clair, Merlin & Nabudere (2017) noted that the process of tutors' recruitment and staffing varies according to various factors including the criteria used by Education Service Commission, which sometimes has an influence on the tutors' recruitment basing on gender.

More so, Higenyi (2017) argued that there are many reasons for recruiting more men to the teaching work force in tertiary institutions by ESC. Some point out that men bring something different to women into TTIs and the job of teaching. Others point out that it is not only male tutors upholding traditionally “masculine” ideals and values that are needed, but rather that students also need to experience adult men in professions that entail involvement in and display of male caring. Besides, Sifuna & Otiende (2016) argued that students’ needs for both male and female tutors to identify with and meet as role models seems to be widely accepted. The nation’s teaching workforce continues to be predominantly male (68%) and female (32%). The research conducted in Central region by Higenyi (2017) provides strong evidence that those college female graduates with the very highest demonstrated intellectual proficiency are less likely to go into teaching than other college male graduates. There is also limited evidence that poor recruitment practices may be, in part, to blame for these disparities.

There has been recruitment of tutors in Teachers Training Institutions from time to time in line with ESC staffing practices (Sigoma, 2020). Staffing policies defines issues on employment, transfers and deployment. Staff balancing and rationalization has also been done on top of restrictive policies to tutors to address staff turnover. According to Education Service Commission (2021), the number of female applicants for teaching posts in TTIS under Education Service Commission (ESC) was 33.5% in 2011, which is a slight increase of 1.5% compared to 2001. Despite all these teaching staff recruitment policies in place, female tutors’ shortage is still a problem in many parts of Uganda including TTIs in Busoga Sub-region (Kababi, 2020). The fairly new arrangement of accepting applicants

that lack formal qualifications but can document relevant “validated practical competence” is also enlarging the number of potential tutor students.

In terms of attracting tutors, according to Allen (2013), due to factors such as decrease in the number of applicants to the tutor education programmes as well as an increase in the average age of teaching staff in service, there has been a general increasing concern for the need for initiatives to be implemented. In addition to a general wish to increase the number of well qualified applicants to teaching staff education programmes, there are some areas of which tutor shortage is particularly noticed. Further, BTVET-19-2-204 and BTVET-22-2-2021 respectively, 187 tutors were recruited and only 54 were female and 133 were male. The teaching staff list of Kaliro TTI indicates 22 teaching staff only 5(five) are female and 17 are male. Working conditions still seems to be an issue of improvement, as the proportion of female tutors reporting experiences of social and psychological work strain is large and rising, compared to other professions. However, there is a huge gap to be filled, as only limited number of female tutors are recruited to the teaching position in the public TTIs in Uganda, and in Busoga Sub-region in particular.

The introduction and increase in the number of skilled and unskilled teaching assistants has not reduced this trend, possibly because assistants in practise often are employed locally to substitute – and not only to be a supplement to – qualified tutors (Andrew & Schwab, 2015). The supply driven staffing practices existed in Uganda after independence and there are TTIs in Busoga sub-region that benefited together with demand driven. The current staffing practices are decentralized demand driven and many public TTIs have benefited owing to the young nature of public TTIs. Many young TTIs have attracted tutors through

this practices. Besides, Sigoma (2020) noted that ESC and Ministry of Education officials have stuck to these guidelines when recruiting and posting tutors; however certain limitations and constraints have made practices as stated and intended to be different from practices in use these includes corruptible advertisement of vacancies, slow response to recruitment and posting, weak support during recruitment, declaration of correct vacancies and declaration of correct interview results. Staffing policies have not responded to fluctuating student enrollment instead stick to long term plans. Currently, female tutors deficit raises questions about the staffing practices and its' implementation in public TTIs and therefore understanding the effect of staffing practices on TTIs tutors distribution in Busoga sub-region is important in developing strategies to eradicate disparity and this therefore justified the present research.

2.2 Decentralization of Recruitment and Female Tutors' Staffing

This area entails findings, studies and reports on the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions. According to Michael (2015), the tutors' recruitment and utilization practices are demand-driven, operating under decentralized system. Decentralization of teaching staff recruitment in Uganda and other developing countries in Sub Saharan Africa was as a result of World Bank/IMF policies, which support projects that guarantee direct net economic returns by producing and indirect returns or externalizations. The projects are also expected to meet the private demand for education and inter-regional distribution. However, these strategies that have been successful elsewhere are not necessarily appropriate for Uganda. Besides, Michael (2015) argued that decentralization reduces the workload at the Education Service Commission headquarters while also satisfying the staffing needs of the TTIs. However,

there is dissatisfaction on the current staffing trends characterized by gender disparities in public TTIs across the country. Thus, decentralization of tutor recruitment should not take place when institutional capacity is weak, democratic institutions are fragile and resources are scarce.

Selma & Jon Frode (2018) argued that decentralized education provision promises to be more efficient, better reflect local priorities, encourage participation, and eventually, improve coverage and quality. In particular, governments with severe fiscal constraints are enticed by the potential of decentralization to increase efficiency. In other-words, Higenyi (2017) noted that when education responsibilities are transferred to general-purpose governments, the elected governing bodies of those governments must make decisions about how well to recruit well qualified and skilled personnel within their location. However, this methodology divide's educational recruitment purposes according to each member on the boards. The cases of nepotism, corruption practices and favoritism tend to rise; and in this regard, the issues of gender disparity in the public TTIs have continued to mushroom, thus creating a public outcry on the nature of staff recruitment practices being applied on the ground.

Further, Munabi, Clair, Merlin & Nabudere (2017) added that the onset of decentralized teaching staff recruitment in Kenya in 2011 brought a little relief but was quickly eroded in 2013 when many education institutions were established through CDF. Between 2011 and 2015 more than 143 tertiary institutions have been established in upcountry districts. The decentralized teaching staff recruitment though a relief, it did not address transfers and turnover that existed during the freeze period moreover the number of vacancies were

much lower than the number of tertiary education institutions. Not all tertiary education institutions were catered for. Besides, Sifuna & Otiende (2016) argued that independence brought sweeping reforms in staffing policies. Posting of tutors was harmonized under ESC to employ, transfer, promote and deploy tutors. Thus, the supply tutors recruitment did not benefit TTIs in Busoga sub-region much as it had very few (4) Teachers Training Institutions characterized by gender disparity.

According to Oliech. Odongo & Raburu (2016), decentralization in recruitment of teaching staff is to promote efficiency, equality and tutors' retention. It was meant to refine strategies and choose between possible options for system restructuring. Besides, improving efficiency, decentralization empowered parents and communities in that they were able to participate in the recruitment and supervision of teaching staff (ESC, 2021). More so, Higenyi (2017) argued that decentralized teaching staff recruitment came with the bonding practices whereby tutors were to stay in a station for at least 5years. These practices has favored upcoming tertiary education institutions particularly those in remote areas that could not attract teaching staff on transfer. Decentralized teaching staff recruitment has saved many public Teachers Training Institutions. Many TTIs would have collapsed due to tutor shortage, but this is not the case. However, it has failed to rectify the problem of gender inequality during recruitment that has created the environment of few female tutors staffing among public Teachers Training Institutions.

In addition, regular vacancies are advertised by ESC based on TTI's curriculum Based Establishment (CBE); however certain factors have continued to influence the implementation of these practices as will be seen in this study. This confirms the

sentiments of Otieno (2017) that tutors recruitment and implementation of staffing practices has remained an issue in most rural public TTIs; where there is massive gender disparities. In terms of decentralised and flexible tutors' education, Sifuna & Otiende (2016) argued that this is one initiative which many stake-holders view as important and effective when it comes to recruitment. Reports from outlying regions/districts that traditionally have special problems with regard to recruitment indicate that teaching staff educated through local programmes tend to stay and work in local education institutions. But one wonders, why there is still few number of female tutors in public TTIs across the country, hence the reason for this study.

Sigoma (2020) further argued that the recruitment, selection and appointment of teaching staff are responsibilities of local authorities, carried out either by the local school management. There is a trend also in compulsory education towards recruiting teaching staff at the education sector level. This trend follows the general move towards the decentralisation of authority and decision-making. The main challenge for those responsible for recruiting, selecting and allocating teaching staff is to ensure that the staffs at each local institution possess the total sum and combination of competences needed to meet the requirements of each education institution. Besides, Otieno (2017) noted that decentralized recruitment of teaching staff has traditionally been particularly difficult in the developing countries and northern regions of Uganda in particular. Specific benefits have therefore been funded on a national level to secure recruitment to these regions. These national measures are not going to be upheld after 2013, and the institution managers across the country will have to look for locally based recruitment initiatives. There are several and varying factors involved when tutors choose to what TTIs and region they

apply for work. With an increased degree of decentralization of responsibility, one would also expect that employers shall choose different solutions and measures as regards recruitment, selection and allocation of tutors, variations being due to both differences in local, specific needs as well as differences in the economical state between regions. It is thus not clear whether decentralization of recruitment has an effect on the female tutors staffing in public Teachers Training Institutions in Busoga sub-region, a concern that this study tried to ascertain.

2.3 Restructuring Tutors' Education and Female Tutors' Staffing

This area entails findings, studies and reports on the effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions. According to Mikunde & Wise (2018), underlying the restructuring of the tutor education lie different elements, such as formal hearings and evaluations, in addition to the implementation of a new degree structure and a new financial system in higher education (the "quality reform"). New guidelines (curricular frameworks) are being elaborated for all forms of tutor education. Besides, Sifuna & Otiende (2016) argued that the work with the new guidelines were planned to be completed by spring 2003, and was going to be implemented in the autumn, as new classes of tutor students would enter the programmes. Up till now, institutions offering tutor education have been responsible for securing and developing the quality of their separate courses. The implementation of new forms of teacher education, however, implies a marked shift in the distribution of authority, giving more responsibility and autonomy to each institution to recruit and employ tutors, which could partly be responsible for gender disparity.

Otieno (2017) noted that theoretically, restructuring leads to a more efficient and modernized entity; however, it may lead as well to the deletion of jobs and the layoff of personnel. The procedure of restructuring generally focuses on problems with financing debt and very often, involves selling portions of the company to investors. In other words, restructuring in public Teachers Training Institutions have been observed which have led to massive deletion of tutors and other non-teaching staff, more especially female tutors thus has led to gender disparities. Besides, Sigoma (2020) noted that school restructuring is the newest item on a list of contemporary educational reform efforts that include 'back to basics'. Driven by concerns for economic competitiveness, improved equity and educational excellence, the restructuring of teaching staff in public TTIs is essential to maintain only the qualified and competent tutors, of which female tutors have been found to have fallen into shortfalls of the requirements.

Munabi, Clair, Merlin & Nabudere (2017) stated that a significant number of tutors spend nearly all their time with students or alone planning and grading papers, it is not surprising to hear them say that they feel isolated from their colleagues. Indeed, such perception of teaching is an isolated and self-reliant profession is partly the result of the nature of the TCs' internal organizational structure. As a result, more and more TTIs are trying to break this perception of professional isolation among tutors by creating and implementing organizational structures designed to foster collegiality. In other words, Higenyi (2017) argued that administrators and tutors have been found working together in an environment of increasing demands for better student achievement. They both had a strong interest in maintaining public TTIs legitimacy through a conventional and assembly-line type of organizational TTI structure. Although, these educators were able to create some

organizational conditions leading to the emergence of collegial practices, questions remained about the forms and content of the collegial practices that shall be achieved and how they would affect professional boundaries, include creating gender disparities at places of work.

Oliech, Odongo & Raburu (2016) further noted that staff restructuring can have a traumatic and emotional impact on the still-employed as well as those who have been laid off. Indeed, employee performance post retrenchment has been an area of interest amongst many human resource management scholars in recent times. The interest stemmed from the realization that retrenchment is not only detrimental to the victims but in many cases also negatively affects the survivors, in addition to creating gender disparity. Besides, Allen (2013) argued that restructuring offers some benefits to organisations and these include departmental restructuring, prevention of over staffing, better organisation performance, more discipline, less idleness and allows for better salary increments. It is however bear in mind that any organisational changes need both the consent and cooperation of staff who are the back bone of it. Their cooperation shall enable any structural, technological, systemic and procedural changes to transition from being plans to reality. In this regard, with emphasis on retrenchment or restructuring in public TTIs, more females have been relieved of their jobs creating gender disparity.

Andrew & Schwab (2015) stated that the proportion of early retirement is significantly higher within the educational system than in the public sector in general. 36% of those who retire early use the opportunity given in the early retirement scheme to leave at the age of 62. A larger proportion of those teaching staff who retire early, 57%, now receive disability pensions, for medical reasons; the number doubled between 1999 and 2003, and a new

doubling occurred between 2009 and 2019, most of whom were female tutors. The literature (Ingersoll & Kralik, 2018) also indicates younger women are the most likely to leave teaching, and there is moderate evidence that pregnancy and childbearing are key reasons as to why. This means it is possible a significant number of women who quit to raise a family return to teaching once their children are older, a possibility consistent with the limited evidence. Consistent with this possibility, several studies provide limited evidence that women who enter teaching at a more mature age are much less likely to leave than those who begin teaching when they are much younger.

With regard to the relationship between academic qualifications and tutor attrition, the literature reviewed provides limited evidence that teachers teaching in a field in which they have subject expertise or certification are less likely to leave than teaching staff with less appropriate qualifications (Strong, 2015). With regard to the impact of intellectual proficiency, the literature provides limited evidence that tutors with high intellectual proficiency are more likely to leave teaching than tutors with significantly lower intellectual proficiency. On the other hand, Andrew & Schwab (2015) noted that the initial teacher education programmes are currently undergoing changes. Some are due to general restructuring in higher education. Specific issues for teacher education programmes are e.g. strengthening of tutors' qualifications in basic school subjects as well as making the tutor education more directed towards the practical, everyday tasks of the tutor job. The need for guidance programmes for new tutor as well as increased and improved interaction between tutor educating institutions, and practitioners in public TTIs is also recognized at practices-making levels, and in this regard, female tutors have been a culprit compared to their male counterpart.

Feminists' theory holds that unemployment is a result of male dominance and female subordination brought about by culture (Allen, 2013). This inequality has its roots in Botswana where by men are treated as being superior to women, gender stereotypical roles manifest themselves in the labour market where men are considered to be more important than women. It is noted that women are more unemployed than men and depend on part time jobs or odd jobs and family support to meet their basic needs. The finds (Andrew & Schwab, 2015) also demonstrate that the idea that women's place is in home is still prevalent in the minds of many. It is thus not clear whether restructuring tutors education has an effect on female tutors staffing in public Teachers Training Institutions, a concern that this study tried to ascertain.

The literature review concluded that various staffing practices since independence have been applied in public TTIs in Uganda with varied degrees depending on the number of TTIs that were in existence. There are TTIs that benefitted from the supply driven, the freeze on employment and those that have benefitted from demand or decentralized tutor recruitment program. To achieve equitable distribution of tutors for all public TTIs, staffing practices should be varied to respond to the needs of old and young TTIs alike. The government through ESC and MOES should enforce the staffing laws firmly particularly the bonding practices. This ensured staff stability and remove gender disparity. Shortcuts and deals which enable tutors to transfer before bonding period should be minimized (Strong, 2015). Local education staff and ESC agents should be empowered to reject such manipulations. To attract and retain female tutors, areas classified as hard ship zone with hardship allowances should be expanded. Certain areas were left initially but are equally needy. This made tutors to feel well compensated for the hard conditions.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter covers the research design, area of study, information sources, population and sampling techniques, variables and indicators; and measurements levels. It also covers the procedure for data collection; data collection instruments; quality/error control and strategy for data processing, analysis and interpretation; ethical consideration and approvals; and study methodological constraints.

3.1 Research Design

The research employed a descriptive survey design. The focus of this research was to analyze the teaching staff recruitment practices and its implication on the female tutors' staffing in Teachers Training Institutions in Busoga Sub-Region; therefore, descriptive research design was appropriate as it enabled the researcher to generalize the findings to a large population. The researcher subjected the sample population to a survey. According to Creswell (2014), descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. In other-words, it's advantageous since it can use a wide variety of research methods to investigate one or more variables.

3.2 Area of Study

The research was carried out among four (4) public Teachers Training Institutions in Busoga Sub-Region. Busoga Sub-region is found in Eastern Uganda occupying an area of over 10,000 square kilometers and according to the 2014 national census about 40 percent of the people in the eastern region live in this sub region. Busoga consists of the following

districts; Bugiri District, Bugweri District, Buyende District, Iganga District, Jinja District, Kaliro District, Kamuli District, Luuka District, Mayuge District, Namayongo District and Namutumba District. The sub-region is home mainly to the Basoga ethnic group. There are four TTIs in Busoga sub-region of Uganda namely; Bishop Willis Core TTI, Jinja TTI-Wanyange, Kaliro TTI, and Walugogo TTI. This area had been selected for this study because of few numbers of female tutors' staffing in the sub-region (Kababi, 2020).

3.3 Information Sources

Information sources refer to the existing recognized literature whether published or unpublished as long as it has been accepted by the academia or any organization of good reputation (Mubaazi, 2008). The researcher concentrated on using primary sources of information. For primary source data, the information here was got by use of proposed data collection instruments; that is, questionnaire and interview guide.

3.4 Study Population and Sampling Techniques

3.4.1 Population

The population of study included principals, ESC officials and tutors; were contacted for the information required in the study to make this study successful. The study considered four (4) principals (1 principal per each Teachers Training Institution); fourteen (14) Education Service Commission Officials and hundred and two (102) tutors (25 tutors from two TTIs and 26 tutors from other two TTIs); all equivalent to 120 in number as target population (further selected as illustrated in table below).

The sampling frame describes the list of all population units that formed the unit of study. Basing on a population of 120, a sample size of ninety two (92) was used in this study. A

sample of 92 respondents was considered adequate for this study (Krejcie & Morgan, 1970). The sample size employed translates to 76.6 percent of the population. Mugenda and Mugenda (2003) recommend 10 percent of the population as an adequate sample in a social study.

Table 1: Stratified proportional Sample Size

Category	Population	Sample Size	Sampling Technique
Principals	4	4	Purposive
ESC Officials	14	12	Purposive
Tutors	102	76	Simple random
Total	120	92	

Source: ESC (2021); guided by Krejcie & Morgan (1970)

3.4.2 Sampling Selection

The research was based on purposive and simple random sampling.

3.4.2.1 Purposive Sampling

Principals and ESC Officials were purposively selected for this study. These officials were interviewed from their place of work, and they were selected and used in order to obtain reliable and valid information. Such sampling technique was used because it was easy, quick and helped the researcher to collect the first-hand information.

3.4.2.2 Simple Random Sampling

With the quantitative sample, the tutors were selected by proportionate representation using the stratified random sampling method to ensure that all of them were represented. Simple

random sampling was used in order to avoid bias and to ensure that each teacher in the selected Teachers Training Institutions had an equal chance of being selected.

3.5 Variables and Indicators

3.5.1 Variables

Creswell (2014) stated that a variable is a measurable feature or characteristic that tends to assume different subjects values. Indeed, there are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study used teaching staff recruitment practices as an independent and female tutors' staffing as dependent variable.

3.5.2 Indicators

The teaching staff recruitment practices were indicated by the criteria used by Education Service Commission, decentralization of recruitment, restructuring tutors' education, certifying of tutors, employment/tutors' qualifications and conditions of employment. On the other-hand, female tutors staffing was also indicated by the number of female tutors (i.e. either, high or low, permanent or temporary/contract).

3.6 Measurement Levels

According to Kothari (2013), there are four types of measurement levels namely, ordinal, nominal, ratio and interval. The ordinal scale refers to ranking of the measure in order of importance. Nominal scale measures only terms of names or designation of discrete units or categories. Ordinal scales measures in terms of such value as more or less or larger or smaller but without specifying the size of the intervals. Interval scales measures in terms

equal intervals or degrees of different, but with an arbitrary established zero point that doesn't represent nothing of something. Ratio scales measures in terms of equal intervals and an absolute zero point.

In addition, a Likert scale is a scale used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five-point scale included the following kinds of answers were used; 5 = Strongly Agree, 4= Agree 3=not sure, 2=Disagree and 1= Strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements on the teaching staff recruitment practices and the female tutors' staffing in Teachers Training Institutions. The nominal scale was used for gender and education level. The interval scale was used for the period one had been in school.

3.7 Procedure for Data Collection

Prior approval for this study, the researcher first got clearance from the Uganda Christian University Research Ethics Committee (UCU-REC) as well as School of Education, Department of Education of Uganda Christian University to conduct research. Such a letter of permission was obtained in order for the researcher to carry out the study. Verbal consent was obtained from the participants to enhance confidentiality of the research which increased their participation. The introductory section of the questionnaire informing respondents that accepting to participate and completing the questionnaire indicate consent and that they had the option to withdraw at any point in the research. In addition, the purpose and methods for the study were well explained to the potential participants, who

provided verbal consent prior to participating. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist).

3.8 Data Collection Instruments

The study was guided by the following research instruments: -

3.8.1 The Questionnaire

Seventy six (76) tutors filled the questionnaires. The instrument for this study was a Likert scale questionnaire. The questionnaire was initially pre-tested among the tutors of selected public TTIs which ensured correction of ambiguous and inconsistent questions before it was administered for the actual data collection. According to Creswell (2014), a questionnaire gives respondent freedom to give information in details, due to the open-ended nature of some of the items it consisted. The researcher used questionnaires because the population was literate and large. The researcher developed closed likert scale questions because they were easy to fill, saved time and kept the respondents focused on the subject. The instructions were clearly indicated to guide the respondents on how to approach and answered the questions.

3.8.2 Interview Guide

Four (4) Principals and twelve (12) ESC officials were interviewed. The interviews were audio-recorded and were then transcribed verbatim for analysis. Interviews helped the researcher to observe nonverbal behaviours and the researcher used probing to get detailed information from the participants. According to Creswell (2014), interviewing is a method

of collecting data in which the selected participants were asked questions in order to obtain information on issue(s) of interest and took a structured, or unstructured (open ended) form. This method of data collection involved oral verbal responses from the respondents. It was done through personal interviews and telephone interviews. Interviews generated first hand and reliable data.

3.9 Quality/Error Control

The study was guided by the validity and reliability of instruments:-

3.9.1 Validity of Research Instruments

Stephanie (2016) defined validity as a test or instrument that accurately measures what it's supposed to. Validity refers to the degree to which results obtained from analysis-of the data actually represents the phenomenon under study. In order to establish the validity of instruments, the researcher employed a technique known as triangulation to examine how data was collected to answer the questions under study from different perspectives and this involved comparing responses collected through questionnaires. The validity of the questionnaires was determined by pre-testing the instruments. Pretesting was done by administering to five (5) respondents within the study population but outside the sample. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary.

$$\begin{aligned} \text{CVI} &= \frac{\text{No. Item}}{\text{Total No. Item}} \\ &= \frac{30}{34} \\ &= 0.88 \end{aligned}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments.

Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

3.9.2 Pilot Study

Before the actual study, there was a pilot study which was conducted at one of public Teachers Training Institutions in Busoga sub region. Ten (10) tutors were selected to test validity and reliability of the questionnaires and interview schedule. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

3.9.3 Reliability of Research Instruments

According to Stephanie (2016), reliability of an instrument refers to the extent to which the research instruments are without bias thus, presenting consistent measurements especially in data collection process. To ensure reliability for interview guides, recorded interviews, extensive interview notes and field notes were ensured so as to determine reliability. These processes highlighted potential problems and areas that were omitted. The pre-test contributed to the credibility, dependability and trustworthiness of a questionnaire. Therefore, the researcher pre-tested and re-tested the instruments on a small number of key respondents in an interval of two days. Before real collection of data, the instruments were

tested on three respondents to determine their reliability and these respondents were not among the respondents (interviewers). After pilot testing the instrument, reliability of the instrument, on multi-item variables was tested using the Cronbach's Alpha Method to provide by Statistical Package for the Social Scientists. The results are presented in Table 2 below.

Table 2: Reliability indices for the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.805	0.796	24

The Cronbach's alpha is 0.805 as indicated in Table 2 above, 0.7 the recommended reliability value. This showed that the questionnaire was reliable. The reliability of the questions was used to collect data for the analysis of the relationship between study variables. Other researchers in the future can use this questionnaire to carry out research in the same field.

On the other hand, the researcher ensured reliability of interview guide by ensuring consistent of selection method, that is, the ten pilot study candidates were interviewed twice using the same questions to rate the candidate's similarity and get the reliable interview. Therefore, the researcher pre-tested and retested the instruments on a small number of key respondents in an interval of two days. Before real collection of data, the instruments were tested on six respondents to determine their reliability and these respondents were not among the respondents (interviewers).

3.10 Strategy for Data Processing, Analysis and Interpretation.

3.10.1 Quantitative Data Analysis

Tutors filled and answered questionnaires to provide quantitative data. Quantitatively, under this technique, data was analyzed using statistical packages like Statistical Package for Social Scientists (SPSS) to generate frequencies and percentages. The researcher used Pearson Correlation Coefficient in generating tables for easy presentation and interpretation of the study findings. These were presented in form of frequency and percentages, in addition to Mean and Standard Deviation. The analysis of the data was made using the information given by the tutors through questionnaires. The questionnaires were in form of objective questions. Further, a sequential analysis was under taken to provide much depth insight to the data collected, this helped in pointing out areas that require additional literature before finally compiling the final report.

3.10.2 Qualitative Data Analysis

Principals and ESC officials were interviewed to provide qualitative data. Qualitatively, information from these participants was obtained by use of an interview guide. This was done by way of content analysis where field notes from the respective respondents were summarized in brief on the daily basis. The conventional way here was done by transcribing interview data, generating themes and sub themes and report verbatim or use the actual words spoken by the participants.

3.11 Ethical Considerations and Approvals

Ethics consideration refers to a set of moral principles suggested by an individual or group that is widely accepted and offers rules and behavioral expectations about conduct towards research participants and researchers.

3.11.1 Ethical Consideration

Ethical clearance was sought from Uganda Christian University Research Ethics Committee (UCU-REC) as well as School of Education, Department of Education of Uganda Christian University to conduct research. Permission to carry out the study in TTIs in Busoga sub-region was sought from the Principals in their area of jurisdiction. During the pre-test and the actual data collection process, the researcher ensured that the TTIs authorities were notified about the study and its objectives to gain their help and support.

3.11.2 Informed Consent

The researcher ensured that the research was conducted within the laid down procedures and regulations in the research design. Informed consent form that elaborates on the purpose of the study was filled by all those who participated in the study. Sometimes, verbal consent was also obtained from the participants to enhance confidentiality of the research which increased their participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher ensured that the research was conducted with frequent consultation and guidance from the research supervisor.

3.11.3 Participants' Confidentiality

The researcher ensured that information provided was not in any way reveal the identity of the respondents, by ensuring that questionnaire items and interview guide were not requested for the names of the respondents. In trying to protect participants' confidentiality, each participant's record was given a unique identification number. Participants gave a

written consent before participating and confidentiality and anonymity was emphasized at every stage. Data identifying individual subjects were restricted to those involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

3.12 Study Methodological Constraints

The researcher was faced with financial constraints, as there was no facilitation from any organization. The challenges of financial constraints, the researcher himself, had to toil and look for all the funds that he used to purely finance the research.

Time: The time frame allocated to the study did not enhance wider coverage as the researcher had to combine other academic activities, work schedule and examinations with the study. This was solved by the researcher through giving more time to the research and trying to balance all the work as per planned work schedule.

Availability of research material: The research material available to the researcher was insufficient, thereby limiting the study. But this was solved by the researcher through visiting internet to get more literature information concerning the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter details with data presentation, analysis and interpretation. The study findings are presented, following the study objectives namely; assessing the criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions, establishing the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions, and determining the effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions.

The study presents descriptive results from questionnaire in form of mean to show the central tendency of responses in the likert scale questions. Interview results were also obtained to explain qualitatively how teaching staff recruitment practices have influenced the female tutors' staffing in form of quotations and narrative statements as per respondents' views in regard to each objective of the study and these supplemented results from the questionnaire.

The study also presents inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study. The chapter also presents the background information of respondents which shows the common demographic respondents characteristics who participated in the study.

4.1 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 3 below.

Table 3: Summary of study response rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Tutors	102	76	74.5%
Sub-total	102	76	
Interviews			
Principal	4	4	100%
ESC Officials	14	12	85.7%
Sub-total	18	16	
Grand Total	120	92	76.6%

Source: Primary data, 2022

As presented in the Table 3 above, a total number of 120 respondents were expected to participate in the study (target population), but 92 respondents actually participated to make a response rate of 76.6%. Others did not participate in interviews sighting reasons for being busy some were reported out of the college for supervision. This response rate is above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results.

4.2 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across gender, highest education level, age bracket, time worked in the college. This is indicated in the Table 4 below:

Table 4: Demographic Characteristics of respondents

Demographic feature		
Gender	Frequency	Percentage
Male	68	74
Female	24	26
Total	92	100.0
Highest level of education	Frequency	Percentage
PhD holder	3	3.3
Masters holder	33	35.8
Degree holder	50	54.4
Diploma holder	6	6.5
Total	92	100.0
Age Bracket		
18 – 27years	5	5.4
28 – 37 years	14	15.3
38 – 47 years	20	21.7
48 – 57 years	45	48.9
58 years & above	8	8.7
Total	92	100

Time spent in school	Frequency	Percentage
Less than 5 year	30	32.6
6 – 10 years	42	45.6
11 years and above	20	21.8
Total	92	100.0

Source: Primary data, 2022

Table 4 shows that the majority of the respondents (74%) were male while the female constituted 26% of the total number of respondents. Therefore, majority respondents were in the education sector are men compared to women and well as in the leadership process of the Primary Teachers' Colleges. Still, implies that Primary Teachers' Colleges in Busoga Sub-Region consider gender balance during recruitment of their staff.

From the field study, majority (54.4%) of the respondents was degree holders, 35.8% were Masters' holders, and the least of the respondents (3.3%) were PhD holders. This implies that most of the staff employed by Primary Teachers' Colleges in Busoga Sub-Region, they are qualified at graduate level. Therefore, majority respondents that participated in the study had degree level meaning that they know an appropriate nature of leadership style that is likely to improve their gender equality in staffing.

Majority respondent (48.9%) belongs to age bracket of 48 – 57 years, followed by 21.7% in age bracket of 38 – 47 years, and least (5.4%) were 18 – 27 years. The implications are that each of the respondents was from different age group or generation differences with different perception about teaching staff recruitment practices in public Teachers Training

Institutions in Busoga Sub-Region. Therefore, majority teachers are aged below the age of 38years and above, hence have the energy to perform if the teaching staff recruitment practices favors them.

From the above, majority of the respondents (45.6%) indicated they have been holding their positions/working with institution for six to ten years. Also, 32.6% of the respondents have indicated less than 5 years, and least (21.8%) mentioned of 11 years and above. The implications are that all the respondents are familiar with the teaching staff recruitment practices applied by most of the TTIs managers within their institutions.

4.3 The Effects of the Criteria Used by Education Service Commission to Recruit Staff in Public Teachers Training Institutions

The question was posed to assess the criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 76 tutors are indicated in Table 5 below:-

Table 5: The criteria used by Education Service Commission to recruit staff in Public Teachers Training Institutions

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>F</i> (%)	<i>f</i> (%)		
In TTIs, ESC is in-charge of tutors' recruitment and employment practices that has an influence on the number of tutors recruited in terms of gender.	70 (92.1)	6 (7.9)	- (0)	- (0)	- (0)	4.41	.805
The scarcity of female staff with the necessary qualifications in natural sciences has an influence on the number of tutors recruited in terms of gender in TTIs	66 (86.8)	7 (9.3)	3 (3.9)	- (0)	- (0)	3.94	1.129
In TTIs, ESC is in-charge of tutors' confirmation, which has an influence on the number of tutors recruited in terms of gender.	60 (78.9)	8 (10.5)	5 (6.7)	3 (3.9)	- (0)	3.67	1.142
The level of advertisement, and advertisement modes by ESC has an influence on the number of tutors recruited in terms of gender in TTIs	52 (68.4)	9 (11.8)	8 (10.5)	4 (5.4)	3 (3.9)	4.45	.890
ESC is in-charge of tutors' promotion, which has an influence on the number of tutors recruited in terms of gender in TTIs	74 (97.4)	2 (2.6)	- (0)	- (0)	- (0)	4.33	.872
Conditions of employment in TTIs is determined by ESC which has an influence on the number of tutors recruited in terms of gender	66 (86.8)	6 (7.8)	4 (5.4)	- (0)	- (0)	4.63	.615

In PTC, ESC is not in-charge of tutors' appointment, posting and transfer, although has an influence on the number of tutors recruited and retained in terms of gender.	60 (78.9)	8 (10.5)	5 (6.7)	3 (3.9)	- (0)	4.42	.592
ESC is in-charge of tutors' discipline and termination of employment; thus has an influence on the number of tutors recruited in terms of gender in TTIs	46 (60.6)	12 (15.8)	9 (11.8)	6 (7.9)	3 (3.9)	4.21	.576
The qualifications and Age required as well as lenience of ESC team to favour female applicant has a great impact on the number of tutors recruited in terms of gender in TTIs	71 (93.4)	5 (6.6)	- (0)	- (0)	- (0)	4.25	.647

Source: Primary Data (Tutors) 2022

Table 5 represents the descriptive statistics on the criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions. The results show that 100% of the respondents respectively accepted to the statements that In TTIs, ESC is in-charge of tutors' recruitment and employment practices that has an influence on the number of tutors recruited in terms of gender (Mean=4.14.1 and standard deviation 0.895); the scarcity of female staff with the necessary qualifications in natural sciences has an influence on the number of tutors recruited in terms of gender in TTIs (Mean=3.94 and standard deviation 1.129); in TTIs, ESC is in-charge of tutors' confirmation, which has an influence on the number of tutors recruited in terms of gender (Mean=3.67 and standard deviation 1.142); and, lastly, the level of advertisement, and advertisement modes by ESC has an influence on the number of tutors recruited in terms of gender in TTIs (Mean=4.45 and standard deviation .890).

The first objective was also set to assess the criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions. Interview schedules were used to solicit information from the principals and ESC officials. Respondents were involved in answering interviews.

However, when they were asked: What is the effect of the criteria used by Education Service Commission to recruit female staff in public Teachers Training Institutions?

In interviews, it was revealed that Education Service Commission is in-charge of tutors' recruitment and employment practices which has an influence on the number of tutors recruited in terms of gender in TTIs; in fact one of the Principals explained that;

“.....Education Service Commission (ESC) is responsible for recruitment of tutors in TTIs across the country. ESC tends to run an advert for the available tutor vacancies in the media especially Newspaper for the qualified candidates to apply, and in most cases, few women apply for the advertised position.....” (Principal from TTI A)

This implies that when the TTIs advertise for the available tutor vacancies, the number of male that apply tend to be many, and only few ladies apply to compete for the same available position. The number of female that apply for the available position have been reported to be very few; even if the ESC decided to recruit and employ all those women that have applied, it cannot help to match the balance of male-female ratio. Female applicants are always less to occupy the required number of the required female applicants.

The study also revealed that the scarcity of female staff with the necessary qualifications in natural sciences has an influence on the number of tutors recruited in terms of gender in TTIs. One of the ESC Officials had these to say;

'...The imbalance of employed tutors in terms of gender in TTIs been created and influenced by the differences in relevant academic qualifications required for the employment opportunity. Most of female candidates tend to lack relevant qualification in natural sciences, limiting the number of female candidates to be employed' (ESC Officials, 2022)

This implies that the number of female candidates for tutoring positions tend to be few compared to their counterparts. Few females apply for the advertised tutoring position with required academic qualification, thus leading to low recruitment and employment of female tutors than their male counterparts.

It was also revealed that ESC is in-charge of tutors' confirmation, which has an influence on the number of tutors recruited in terms of gender in TTIs; in fact one of the Principals explained that;

"....there is always arising complaints on the confirmation of female tutors. Few female tutors always tend to be confirmed, and others have not been confirmed basing of the performance appraisal given from their immediate supervisors at place of work. Some of the newly recruited and employed female tutors tend to fail to carry out their job duties are prescribed in their temporary appointment and in the end, they are not confirmed....." (Principal from TTI D)

This implies that the number of newly recruited female tutors who qualify to be confirmed tend to be low. Some of the female tutors fail to perform as per their appointment, thus, loose being confirmed for the permanent appointment. With the existence of such working situation at the ground among TTIs in Busoga Sub-Region have accelerated the disparities in employment basing on gender.

Additionally, the study also revealed that the level of advertisements, and advertisement modes by ESC has an influence on the number of tutors recruited in terms of gender in TTIs. Another interviewed participants noted that;

'The ESC tend commonly advertise for the available tutor vacant either through the local newspapers especially The New Vision and The Monitor Publications, and sometimes the vacancy post is downloaded from ESC platforms/websites. Such modes of advertisement are always accessible by the limited number of people especially those who doesn't have electronic gadgets and cannot afford the buy daily newspaper.....' (Principal from TTI B)

This implies that the nature or mode of advertisement commonly used by Education Service Commission greatly have an influence on the number and nature of qualified people that access such advert information. Some of the females who would have applied for the available tutor post tend to be in village, thus not easily accessing various media platforms to get information related to such advertisement.

More so, the study revealed that ESC is in-charge of tutors' promotion, which has an influence on the number of tutors recruited in terms of gender in TTIs. Another interviewed participants had these to say;

'.....Education Service Commission legally recognized for the recruitment and employment of tutors doesn't mind gender balance during recruitment. They sometimes favour female applicants, and sometimes, they doesn't on gender balance during recruitment process.....' (ESC Officials, 2022)

This implies that the qualifications required and lenience of the Education Service Commission team to favour female applicant in most cases greatly influence the number of tutors to be recruited in terms of gender in TTIs in Busoga Sub-Region.

The study revealed that conditions of employment in TTIs are determined by ESC which has an influence on the number of tutors recruited in terms of gender. One of the interviewed participants also noted that;

‘.....employment conditions is greatly influenced by the ESC, where most women recruitment tend to be deployed in hard-to-reach areas. Those employed in hard-to-reach areas commonly refuse to go there, claiming that the TTIs environment is not conducive, transport and living costs being too high. They have a tendency of declining the job...’ (Principal from TTI A)

This implies that conditions of employment in TTIs have a great impact of the number of female recruited and employed for tutoring. Most female candidates prefer to work in those TTIs located in urban and semi-urban areas that could be easily accessible. Sometimes, they prefer to work in such environment so that they can easily keep in touch with their families; thus rejecting post available in hard-to- reach areas.

Last but not least, the study revealed that ESC is in-charge of tutors’ appointment and transfer, which has an influence on the number of tutors recruited in terms of gender in TTIs. One of the interviewed participants had these to say;

‘....Education Service Commission which is in-charge of tutor appointments and transfers commonly recruits and appoints more males than females. They have ignored the policy of gender balance in recruitment and appointment, and mind of the competency of the candidates.....’ (ESC Officials, 2022)

This means that ESC cannot manage recruiting and appointing incompetent staff to TTIs. They mostly consider the candidates that are competent and qualified for their selection and recruitment rather than basing on gender equality. Mostly, the qualified and competent candidates are given the priority for the recruitment and deployed across the country in various TTIs.

Lastly, the study revealed that ESC is in-charge of tutors' discipline and termination of employment; thus has an influence on the number of tutors recruited in terms of gender in TTIs. One of the interviewed participants however noted that;

'.....ESC have been more involved in promoting tutors discipline in TTIs. Most female tutors especially those employed in distant areas with poor feeder road networks tend to abscond from duty for months. Cases of irregularity and late coming have been reported to be high in some TTIs, forcing ESC to either suspend them or terminate their contracts....' (Principal from TTI C)

This implies that some of the tutors especially females have been suspended or their contracts terminated over discipline cases. Most female tutors have been more found to be involved in late coming, irregularity, failure to accomplish the assigned academic workload, and other abscond from duty.

4.4 The Effects of Decentralization of Recruitment on Female Tutors' Staffing in Public Teachers Training Institutions

The question was posed to establish the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 76 tutors are indicated in Table 6.

Table 6: The Effects of Decentralization of Recruitment on Female Tutors' Staffing in Public Teachers Training Institutions

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
In TTIs, recruitment of former students/graduates that performed well are posted as soon as they graduated from colleges that mostly ignore consideration of gender	68 (89.5)	8 (10.5)	- (0)	- (0)	- (0)	3.65	1.083
The recruitment, selection and appointment of tutors are responsibilities of local Boards of Governors, carried out by the TTIs management.	61 (80.3)	9 (11.8)	6 (7.9)	- (0)	- (0)	4.07	1.132
In our TTIs, there is tendency of forwarding the candidate name by Principal and approved by the ESC	69 (90.8)	7 (9.2)	- (0)	- (0)	- (0)	4.32	.872
The government practices on staff rationalization and restructuring has an influence on the number of tutors recruited in terms of gender.	54 (71.1)	11 (14.5)	7 (9.2)	4 (5.2)	- (0)	4.04	1.163
Decentralization in recruitment of tutors in our TTIs is to promote efficiency, equality and tutors' retention	43 (56.6)	9 (11.8)	10 (13.2)	8 (10.5)	6 (7.9)	4.05	.998
Local BOGs have vast powers including hiring and firing tutors, that greatly influence their female tutors staffing	65 (85.5)	6 (7.9)	5 (6.6)	- (0)	- (0)	4.32	1.042
The tutors' recruitment and utilization practices is demand-driven, operating under decentralized recruitment system.	60 (78.9)	7 (9.3)	6 (7.9)	3 (3.9)	- (0)	4.10	1.061

Source: Primary Data (Tutors) 2022

Table 6 represents the descriptive statistics on the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions. The results show that 100% of the respondents accepted to the statements that recruitment of former students/graduates that performed well are posted as soon as they graduated from colleges that mostly ignore consideration of gender in TTIs (Mean= 3.65 and standard deviation 1.083). It was revealed that the recruitment, selection and appointment of tutors are responsibilities of local Boards of governors (BOGs), carried out by the TTIs management (Mean=4.07 and standard deviation 1.132). Lastly, in TTIs, there is tendency of forwarding the candidate name by Principal and approved by the ESC during recruitment (Mean=4.32 and standard deviation .872).

The second objective was also set to establish the effects of decentralization of recruitment on female tutor s' staffing in public Teachers Training Institutions. Interview schedules were used to solicit information from the principals and ESC officials.

However, when they were asked: What are the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions?

In interviews, it was revealed that recruitment of former students/graduates that performed well are employed as soon as they graduated from colleges that mostly ignore consideration of gender in TTIs; in fact one of the respondents explained that;

“.....TTIs administrators and heads of departments struggle every year to retain students, and this because retaining well performing graduates is critical to TTIs success. Those students who have been performing perfectly and scored highly tend to be retained by administrators expected a lot from them.” (Principal from TTI A)

This implies that students who perform well academic in class (that is, with a distinction) are always retained to fill the missing tutors' gaps. This is one form of outsourcing and TTIs administrators always recommend them for recruitment expecting them to perform their duties perfectly, and this is done not inconsideration of gender. Thus, colleges always desire to do a better job screening student interests and talents with each college's competitive advantage.

It was however revealed that the recruitment, selection and appointment of tutors are responsibilities of local collage BOGs, carried out by the TTIs management, in fact one of the respondents explained that;

"...local Boards through TTIs Principals have been given a chance to select and recruit tutors basing on outsourcing methods especially those students who have performed well academically in their institutions. After spotting them, their names tend to be seconded and recommended for appointment by Education Service Commission..." (ESC Officials, 2022)

This implies that local authorities especially TTIs managers and administrators or heads of departments have commonly been involved in seconding those students who have academically performed well, in addition to considering their manners (discipline) to be selected and recruited as contractual tutors. Thus, such recruitment, selection and appointment of tutors have been majorly the responsibilities of local collage Boards, and these have been majorly carried out by the management of TTIs.

The study further revealed that there is tendency of forwarding the candidate name by Principal and approved by the ESC. One of the Principal in interviews, revealed that;

"...Tendency of forwarding the candidates name and get approved by the ESC is commonly used to outsource and recruit competent tutors. Students' name that

academically perform well have commonly benefited from this; where Principal select and recruit them basing on their skills, academic results and character without considering gender.....” (Principal from TTI C)

This means that Primary Teachers Colleges management (TTIs) headed by the Principal have always forwarded candidates name to Education Service Commission (ESC) especially those students with good characters, good communication and management skills, and who have performed well in class to be retained not considering gender.

The study also revealed that the government practices on staff rationalization and restructuring has an influence on the number of tutors recruited in terms of gender. Another interviewed participants had these to say;

‘....the practices of government on rationalization and restructuring has a great influence on the number of female tutors left in the TTIs. Some female tutors has been retired early, told to upgrade or laid off under new recruitment review policy in TTIs where those tutors without bachelor’s degrees have been laid off or taken to other institutions were they fit and now the new teachers policy 2019 emphasize TTIs tutors to have masters’ degree in the teaching subject, and those without adequate qualifications, have automatically been laid-off..’. (ESC Officials, 2022)

This implies that the Ministry of Education and Sports (MoES) in conjunction with Education Service Commission (ESC) have emphasized that Primary Teachers Colleges tutors to hold Masters’ Degree or equivalent academic qualification. Those without required academic qualifications and experience laid-off at work without considering gender related matters.

Additionally, the study revealed that decentralization in recruitment of tutors in TTIs is to promote efficiency, equality and tutors’ retention. One of the interviewed ESC officials had these to say;

‘.....the policy of decentralization in selection, recruitment and deployment commonly used under ESC have also contributed to gender inequality among tutors. Those regions in Uganda like Busoga Sub-Region with few female without academic qualifications for tutoring has faced the problem gender inequality among tutors, and this has happened as a result of decentralization in recruitment.....’ (Principal from TTI A)

This implies that decentralization in recruitment of tutors in most TTIs in Busoga sub region have contributed to gender inequality. Few female candidates (tutors) always apply to occupy the tutor positions from this region compared to their counterparts (males). This means that tutors’ recruitment and utilization practices is demand-driven, operating under decentralized system.

Lastly, the study also revealed that local districts have vast powers including hiring and firing tutors that greatly influence their female tutors staffing. One of the interviewed participants noted that;

‘.....local district authorities have less vast powers on the recruitment, selection and employment of tutors. However, they have a right to demand for gender equality in deployment of tutors from ESC...’ (ESC Officials, 2022).

This implies that local district officials as an immediate education stakeholders have the right to supervise and make proper recommendations on tutors recruitment to ESC. They can advise them on the right ways of tutors’ selection and recruitment basing on gender.

4.5 The Effects of Restructuring Tutors’ Education on Female Tutors’ Staffing in Public Teachers Training Institutions

The question was posed to determine the effects of restructuring tutors’ education on female tutors’ staffing in public Teachers Training Institutions. The methods were rated

with the extent of agreement or disagreements i.e. strongly agree to strongly disagree.

Findings from 76 tutors are indicated in Table 7.

Table 7: The Effects of Restructuring Tutors' Education on Female Tutors' Staffing in Public Teachers Training Institutions

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>F</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
In our TTIs, departmental restructuring has an influence on the number of tutors retained in terms of gender	64 (84.2)	5 (6.6)	7 (9.2)	- (0)	- (0)	3.66	1.142
The prevention of overstaffing has an influence on the number of tutors retained in terms of gender in our TTIs	60 (78.9)	8 (10.6)	6 (7.9)	2 (2.6)	- (0)	4.46	.890
In our TTIs, restructuring to have better organisation performance and more discipline has an influence on the number of tutors retained in terms of gender	55 (72.4)	7 (9.2)	9 (11.8)	5 (6.6)	- (0)	4.32	.872
An excellent staffing program begins with hiring the right people and placing them in positions of responsibility that allow them to maximize their skills, knowledge and talent	48 (63.2)	10 (13.2)	7 (9.2)	8 (10.5)	3 (3.9)	4.32	.872
In our TTIs, early retirement has an influence on the number of tutors retained in terms of gender	67 (88.2)	6 (7.9)	3 (3.9)	- (0)	- (0)	4.63	.617

In our TTIs, restructuring to remove idleness and allow for better salary increment has an influence on the number of tutors retained in terms of gender	59 (77.6)	7 (9.2)	6 (7.9)	4 (5.3)	- (0)	4.07	1.142
The implementation of a new degree structure in our TTIs has an influence on the number of tutors retained in terms of gender	51 (67.1)	9 (11.8)	10 (13.2)	4 (5.3)	2 (2.6)	4.05	.997

Source: Primary Data (Tutors) 2022

Table 7 represents the descriptive statistics on the effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions. The results show that 90.8% of the respondents accepted to the statements that in TTIs, departmental restructuring has an influence on the number of tutors retained in terms of gender (Mean=3.66 and standard deviation 1.142); it was noted that the prevention of overstaffing has an influence on the number of tutors retained in terms of gender in our TTIs (Mean 4.46 and standard deviation .890); and lastly, in TTIs, restructuring to have better organisation performance and more discipline has an influence on the number of tutors retained in terms of gender (Mean 4.32 and standard deviation .872).

The third objective was also set to determine the effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions. Interview schedules were used to solicit information from the principals and ESC officials.

However, when they were asked: What are the implications of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions?

In the study, it was revealed that in TTIs, departmental restructuring has an influence on the number of tutors retained in terms of gender; as one Principal explained that;

“..... Restructuring in the department of Teacher, Instructor Education and Training (TIET) in 2010 led to restriction of recruitment of tutors in TTIs due revised academic qualification. For instance, tutors with diploma qualifications were left out in favour of those with Bachelors’ degree and this was done without considering gender issues.....” (Principal from TTI A)

This implies that departmental restructuring that occurred in TTIs to better performance and discipline greatly has an influence on the number of tutors in terms of gender. There is an emphasis on the new tutors’ qualification and those without degrees outside the system could not be recruited and those inside were advised to upgrade within ten years.

The study also revealed that prevention of overstaffing and reduction of costs has an influence on the number of tutors retained in terms of gender in TTIs. Another interviewed participant had these to say;

‘.....ESC in conjunction with TTIs administrators have been involved in prevention of overstaffing and this has forced the TTI management to reduce on the number of tutors to maintain the ceiling level, consequently, most female tutors been relocated. On the other hand, there have been more male and female tutors in TTIs and in trying to select and recruit more tutors; few female candidates have been added on the high number of male tutors...’ (ESC Officials from TTI D)

This implies that to prevent and avoid overstaffing of tutors in TTIs, the number of tutors retained in terms of gender in TTIs remained not balanced. Male tutors have remained many compared to their female counterparts.

Last but not least, the study revealed that restructuring to remove idleness and allow for better salary increment has an influence on the number of tutors retained in terms of gender in TTIs. One of the interviewed participants also noted that;

'...there has been restructuring in TTIs, and this have helped to reduce on the number of tutors. Limited number of tutors has been maintained, paid adequately to motivate them and effectively handle their duties properly; however, during requiring gender factor have not been considered. The focus has been on the tutors qualification, skills and experiences...' (Principal from TTI A).

This implies that restructuring has helped to remove idle and incompetent tutors in TTIs. Thus, an excellent staffing program begins with hiring the right people and placing them in positions of responsibility that allow them to maximize their skills, knowledge and talent. Such implementation of a new degree structure in TTIs has an influence on the number of tutors retained in terms of gender

Lastly, the study revealed that in TTIs, early retirement has an influence on the number of tutors retained in terms of gender. One of the interviewed participants noted that;

'...there is raising cases of early retirement among tutors in TTIs, and this is more evident among female tutors. Female tutors have a tendency of retiring early in 50s eventually creating gender gaps at places of work.....' (Principal from TTI A).

This implies that cases of early retirement among tutors have gradually increased. This could be as a result of new government policy on the academic requirements for tutors. The government has put a policy of all tutors to be holding a masters' degree to qualify for the post and some of the tutors especially female failed to comply with the new policy, forcing them to retire early, thus creating gender gaps.

4.6 Verification of the Hypotheses

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

The correlation analysis was undertaken to examine the strength and direction of the relationships between the independent and dependent variables as explained in Table 8 below.

Table 8: Correlation analysis

Correlations		
Education Service Commission	Pearson Correlation	Recruiting staff in TTIs .686 **
	Sig. (1-tailed)	.000
	N	76
Criteria used by ESC	Pearson Correlation	Recruiting staff in TTIs .342 **
	Sig. (1-tailed)	.002
	N	76
Decentralization of recruitment	Pearson Correlation	Recruiting staff in TTIs .589 **
	Sig. (1-tailed)	.000
	N	76

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

Results in the Table 8 above reveal a significant relationship between Education Service Commission and recruit staff in public Teachers Training Institutions. The correlation

coefficient of .686(**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in the Education Service Commission is in-charge of tutors' recruitment and employment practices; tutors' confirmation, advertisement modes and tutors' promotion which is likely to influence recruitment of staff in public Teachers Training Institutions.

The correlation results in the table above indicate a significant effect of criteria used by Education Service Commission on recruiting staff in public Teachers Training Institutions. The obtained correlation co-efficiency of .342(**) with a significance value of .000, explains the positive nature of relationship that exists between the two variables. This implies that in the Education Service Commission is in-charge of tutors' recruitment and employment practices; tutors' confirmation, advertisement modes and tutors' promotion which is likely to influence recruitment of staff in public Teachers Training Institutions.

Study findings, revealed a significant effect of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions. The correlation coefficient of .589(**) with a significance value of .000 explain the nature of the relationship between the decentralization of recruitment on female tutors' staffing in public TTIs. Since the p.value is 0.000 higher than 0.01 the relationship is significant. This implies that in decentralization of recruitment is where there is recruitment of former students/graduates, local authorities responsible for selection and appointment of tutors, tendency of forwarding the candidate name by Principal and approved by the ESC, and local collage BOGs have vast powers including hiring and firing tutors is exercised then female tutors' staffing in Teachers Training Institutions is likely to significantly improve.

Multiple regression analysis was used to compute the variation shared by the variables. It was used to identify how much variation lies in the relationship between teaching staff recruitment practices and its implications on female tutors staffing in public Teachers Training Institutions, as presented in Table 9 and Table 10.

Table 9: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508	.488	.71577679

a. Predictors: (Constant), ESC, Criteria used by ESC, Decentralization of recruitment

Source: Primary data, 2022

From the model summary in Table 9, the multiple regression coefficient R was evidenced by 0.713. However, the adjusted R^2 shows that teaching staff recruitment practices accounts for 50.8% of the female tutors staffing in public Teachers Training Institutions; implying that the female tutors staffing in public TTIs can be explained by 50.8% of their teaching staff recruitment practices; and the remaining 49.2% variation in the female tutors staffing in public TTIs is due to other factors that were not part of this study.

Table 10: Coefficients table

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.913	.129		.000	.000
	Education Service Commission	.245	.137	.245	1.783	.001
	Criteria used by ESC	.304	.137	.304	2.220	.031
	Decentralization of recruitment	.313	.137	.313	2.310	.042

a. Dependent Variable: Female tutors staffing in public TTIs

Source: Primary data, 2022

The coefficients table shows that specifically, Education Service Commission accounts for 24.5% variation in the female tutors staffing in public TTIs. Further, criteria used by ESC

accounts for 30.4% variation in the female tutors staffing in public TTIs. Furthermore, decentralization of recruitment accounts for 313% variation in the female tutors staffing in public TTIs. The findings revealed that criteria used by ESC and decentralization of recruitment had the highest effect on the female tutors staffing in public TTIs.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussions of results of the study on the teaching staff recruitment practices and its implications on the female tutors' staffing in public Teachers Training Institutions in Busoga Sub-Region based on the study findings. The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report.

5.1 Discussion of Findings

The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.1.1 The Effects of the Criteria Used by Education Service Commission to Recruit Staff in Public Teachers Training Institutions

The above study theme of assessing the criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions; and these ranges from:

Study finding revealed that Education Service Commission is in-charge of tutors' recruitment and employment practices which has an influence on the number of tutors recruited in terms of gender in public TTIs. This concurs with Sigoma (2020) who argued that when the TTIs advertise for the available tutor vacancies, the number of male that apply tend to be many, and only few ladies apply to compete for the same available position. Besides, Otieno (2017) added that the number of female that apply for the

available position have been reported to be very few; even if the ESC decided to recruit and employ all those women that have applied, it cannot help to match the balance of male-female ratio. Female applicants are always less to occupy the required number of the required female applicants. This implies that Education Service Commission (ESC) is responsible for recruitment of tutors in public TTIs across the country. ESC tends to run an advert for the available tutor vacancies in the media especially Newspaper for the qualified candidates to apply, and in most cases, few women apply for the advertised position.

The study noted that the scarcity of female staff with the necessary qualifications in natural sciences has an influence on the number of tutors recruited in terms of gender in public TTIs. This is in agreement with Oliech, Odongo & Raburu (2016) who asserted that the number of female candidates for tutoring positions tend to be few compared to their counterparts. Few females apply for the advertised tutoring position with required academic qualification, thus leading to low recruitment and employment of female tutors than their male counterparts as ascertained by Higenyi (2017). This implies that the imbalance of employed tutors in terms of gender in TTIs been created and influenced by the differences in relevant academic qualifications required for the employment opportunity. Most of female candidates tend to lack relevant qualification in natural sciences, limiting the number of female candidates to be employed.

The study further noted that ESC is in-charge of tutors' confirmation, which has an influence on the number of tutors recruited in terms of gender in public TTIs. This concurs with Munabi, Clair., Merlin & Nabudere (2017) who argued that the number of newly recruited female tutors who qualify to be confirmed tend to be low. Some of the female

tutors fail to perform as per their appointment, thus, loose being confirmed for the permanent appointment. Besides, Otieno (2017) noted that with the existence of such working situation at the ground among TTIs have accelerated the disparities in employment basing on gender. This implies that there is always arising complaints on the confirmation of female tutors. Few female tutors always tend to be confirmed, and others have not been confirmed basing of the performance appraisal given from their immediate supervisors at place of work. Some of the newly recruited and employed female tutors tend to fail to carry out their job duties are prescribed in their temporary appointment and in the end, they are not confirmed.

Additionally, the study noted that the level of advertisements, and advertisement modes by ESC has an influence on the number of tutors recruited in terms of gender in public TTIs. This concurs with Sifuna & Otiende (2016) who argued that the nature or mode of advertisement commonly used by Education Service Commission greatly have an influence on the number and nature of qualified people that access such advert information. On the other hand, Michael (2015) noted that some of the females who would have applied for the available tutor post tend to be in village, thus not easily accessing various media platforms to get information related to such advertisement. This implies that the ESC tend commonly advertise for the available tutor vacant either through the local newspapers especially The New Vision and The Monitor Publications, and sometimes the vacancy post is downloaded from ESC platforms/websites. Such modes of advertisement are always accessible by the limited number of people especially those who doesn't have electronic gadgets and cannot afford the buy daily newspaper.

More so, the study noted that ESC is in-charge of tutors' promotion, which has an influence on the number of tutors recruited in terms of gender in public TTIs. This concurs with Michael. (2015) who argued that the qualifications required and lenience of the Education Service Commission team to favour female applicant in most cases greatly influence the number of tutors to be recruited in terms of gender in public TTIs. Besides, Munabi., Clair., Merlin & Nabudere (2017) noted that Education Service Commission legally recognized for the recruitment and employment of tutors doesn't mind gender balance during recruitment. They sometimes favour female applicants, and sometimes, they doesn't on gender balance during recruitment process.

The study further noted that ESC is not in-charge of tutors' appointment, posting and transfer, However a responsibility of MOES but has a very big influence on the number of tutors appointed and posted in terms of gender in public TTIs. This is in agreement with Strong (2015) who noted that MOES cannot manage appointing and posting incompetent staff to TTIs. They mostly consider the candidates that are competent and qualified for their selection and recruitment rather than basing on gender equality. Mostly, the qualified and competent candidates are given the priority for the recruitment and deployed across the country in various public TTIs as ascertained by Otieno (2017). This implies that MoES which is in-charge of tutor appointments and transfers commonly recruits and appoints more males than females as presented by ESC. They have ignored the policy of gender balance in recruitment and appointment, and mind of the competency of the candidates.

The study noted that conditions of employment in public TTIs are determined by MoES which has an influence on the number of tutors recruited in terms of gender. This is in

agreement with Oliech, Odongo & Raburu (2016) who noted that conditions of employment in public TTIs have a great impact of the number of female recruited and employed for tutoring. Besides, Sigoma (2020) noted that most female candidates prefer to work in those TTIs located in urban and semi-urban areas that could be easily accessible. Sometimes, they prefer to work in such environment so that they can easily keep in touch with their families; thus rejecting post available in hard-to- reach areas. Mikunde & Wise (2018) argued that staffing of tutors is done by the Teaching Service Commission (TSC) which was established through the teaching service Act of 1982 and its regulation of 1983. Teachers Service Commission is in charge of teacher employment, recruitment, confirmation, promotion, appointment, transfer, discipline and termination of employment. This implies that employment conditions is greatly influenced by the ESC, where most women recruitment tend to be deployed in hard-to-reach areas. Those employed in hard-to-reach areas commonly refuse to go there, claiming that the TTIs environment is not conducive, transport and living costs being too high. They have a tendency of declining the job.

Lastly, the study noted that ESC is in-charge of tutors' discipline and termination of employment; thus has an influence on the number of tutors recruited in terms of gender in public TTIs. This concurs with Munabi., Clair., Merlin & Nabudere (2017) who argued that some of the tutors especially females have been suspended or their contracts terminated over discipline cases. Most female tutors have been more found to be involved in late coming, irregularity, failure to accomplish the assigned academic workload, and other abscond from duty. On the other hand, Oliech, Odongo & Raburu (2016) argued that ESC have been more involved in promoting tutors discipline in public TTIs. Most female tutors especially those employed in distant areas with poor feeder road networks tend to abscond from duty for

months. Cases of irregularity and late coming have been reported to be high in some TTIs, forcing ESC to either suspend them or terminate their contracts.

5.2.2 The Effects of Decentralization of Recruitment on Female Tutors' Staffing in Public Teachers Training Institutions

The above study theme of establishing the effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions; and these include:

From the field study, it was revealed that recruitment of former students/graduates that performed well are posted as soon as they graduated from colleges that mostly ignore consideration of gender in public TTIs. This concurs with Sigoma (2020) who stated that students who perform well academic in class (that is, with distinction and credit grades) are always retained to fill the missing tutors' gaps. This is one form of outsourcing and TTIs administrators always recommend them for recruitment expecting them to perform their duties perfectly, and this is done not inconsideration of gender. Thus, colleges always desire to do a better job screening student interests and talents with each college's competitive advantage as ascertained by Sifuna & Otiende (2016). This implies that TTIs administrators and heads of departments struggle every year to retain students, and this because retaining well performing graduates is critical to TTIs success. Those students who have been performing perfectly and scored highly tend to be retained by administrators expected a lot from them.

The study also noted that the recruitment, selection and appointment of tutors are responsibilities of local authorities, carried out either by the public TTIs management. This

is in agreement with Strong (2015) who argued that local authorities especially TTIs managers and administrators or heads of departments have commonly been involved in seconding those students who have academically performed well, in addition to considering their manners (discipline) to be selected and recruited as tutors. Besides, Sifuna & Otiende (2016) argued that such recruitment, selection and appointment of tutors have been majorly the responsibilities of local authorities, and these have been majorly carried out either by the management of public TTIs. This implies that local authorities most especially TTIs Principals have been given a chance to select and recruit tutors basing on outsourcing methods especially those students who have performed well academically in their institutions. After spotting them, their names tend to be seconded and recommended for appointment by Education Service Commission.

The study further noted that there is a tendency of forwarding the candidate name by Principal and approved by the ESC. This concurs with Selma & Jon Frode (2013) who argued that Primary Teachers Colleges management (TTIs) headed by the Principal have always forwarded candidates name to Education Service Commission (ESC) especially those students with good characters, good communication and management skills, and who have performed well in class to be retained not considering gender. Besides, Munabi. Clair., Merlin & Nabudere (2017) noted that the tendency of forwarding the candidates name and get approved by the ESC is commonly used to outsource and recruit competent tutors. Higenyi (2017) argued that there are many reasons for recruiting more men to the teaching work force in tertiary institutions. Some point out that men bring something different to women into TTIs and the job of teaching. Others point out that it is not only male tutors upholding traditionally “masculine” ideals and values that are needed, but rather that

students also need to experience adult men in professions that entail involvement in and display of male caring. This means that students' name that academically perform well have commonly benefited from this; where Principal select and recruit them basing on their skills, academic results and character without considering gender.

The study noted that the government practices on staff rationalization and restructuring has an influence on the number of tutors recruited in terms of gender. This concurs with Michael (2015) who argued that the Ministry of Education and Sports (MoES) in conjunction with Education Service Commission (ESC) have emphasized that Primary Teachers Colleges tutors to hold Masters' Degree or equivalent academic qualification. Those without required academic qualifications and experience laid-off at work without considering gender related matters. Besides, Mikunde & Wise (2018) argued that the practices of government on rationalization and restructuring has a great influence on the number of female left in the TTIs. Some female tutors been retired or had to upgrade under recruitment review policy of 2010 in TTIs where those tutors without bachelors have been retrenched and now the new teachers policy 2019 emphasize TTIs tutors to have masters' degree, and those without adequate qualifications, have to upgrade with ten years or automatically been laid-off.

Additionally, the study noted that decentralization in recruitment of tutors in public TTIs is to promote efficiency, equality and tutors' retention. This concurs with Oliech, Odongo & Raburu (2016) who argued that decentralization in recruitment of tutors in most TTIs in Busoga sub region have contributed to gender inequality. Few female candidates (tutors) always apply to occupy the tutor positions from this region compared to their counterparts (males). Besides, Otieno (2017) noted that the policy of decentralization in selection,

recruitment and deployment commonly used by public TTIs have also contributed to gender inequality among tutors. Those regions in Uganda like Busoga Sub-Region with few female without academic qualifications for tutoring has faced the problem gender inequality among tutors, and this has happened as a result of decentralization in recruitment. This means that tutors' recruitment and utilization practices is demand-driven, operating under decentralized system.

Lastly, the study noted that local BOGs have vast powers including hiring and firing tutors that greatly influence their female tutors staffing. This concurs with Mikunde & Wise (2018) who noted that local district officials as an immediate education stakeholders have the right to supervise and make proper recommendations on tutors recruitment to public TTIs. They can advise them on the right ways of tutors' selection, recruitment and selection basing on gender. Besides, Oliech, Odongo & Raburu (2016) argued that local district authorities have less vast powers on the recruitment, selection and employment of tutors. However, they have a right to demand for gender equality in deployment of tutors from ESC. The streamlined teaching staff recruitment practices in Uganda inform of the criteria used by Education Service Commission, decentralization of recruitment, restructuring tutors' education, certifying of tutors and employment/tutors' qualifications, mention them have been emphasized in order to promote equality in tutors' staffing in TTIs (Mikunde & Wise, 2018).

5.1.3 The Effects of Restructuring Tutors' Education on Female Tutors' Staffing in Public Teachers Training Institutions

The above study theme of determining the effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions. Study findings noted that in TTIs, (TIET) department restructuring had an influence on the number of tutors recruited and retained in terms of gender; and this concurs with Munabi. Clair, Merlin & Nabudere (2017) who argued that departmental restructuring occurred in TTIs greatly has an influence on the number of tutors retained in terms of gender. Besides, Michael (2015) argued that there is an emphasis on the new tutors' qualification and those without it have been laid-off, or advised to upgrade within specific period. Thus, restructuring to have better organisation performance and more discipline has an influence on the number of tutors retained in terms of gender. This implies that restructuring in some departments in TTIs have led to lay-off of some tutors especially those not competent, and lacking revised academic qualification. For instance, tutors with diploma qualifications or those Degrees but without teacher education have been laid-off in favour of those with Bachelors' degree and this has been done without considering gender issues.

The study noted that restructuring to remove idleness and allow for better salary increment has an influence on the number of tutors retained in terms of gender in public TTIs. This concurs with Mikunde & Wise (2018) who asserted that restructuring has helped to remove idle and incompetent tutors in TTIs. Thus, an excellent staffing program begins with hiring the right people and placing them in positions of responsibility that allow them to maximize their skills, knowledge and talent. Such implementation of a new degree structure in TTIs has an influence on the number of tutors retained in terms of gender as ascertained by Sifuna

& Otiende (2016). Selma & Jon Frode (2013) assert that an excellent staffing program begins with hiring the right people and placing them in positions of responsibility that allow them to maximize their skills, knowledge and talent. This implies that there has been restructuring in TTIs, and this have helped to reduce on the number of tutors. Limited number of tutors has been maintained, paid adequately to motivate them and effectively handle their duties properly; however, during requiring gender factor have not been considered. The focus has been on the tutors qualification, skills and experiences.

The study also noted that prevention of overstaffing has an influence on the number of tutors retained in terms of gender in public TTIs. This concurs with Oliech, Odongo & Raburu (2016) who argued that to prevent and avoid overstaffing of tutors in TTIs, the number of tutors retained in terms of gender in TTIs remained not balanced. Male tutors have remained many compared to their female counterparts. Besides, Otieno (2017) argued that ESC in conjunction with TTIs administrators have been involved in prevention of overstaffing and this has forced the TTI management to reduce on the number of tutors to maintain the ceiling level, consequently, most female tutors been laid-off. This implies that there have been more male and female tutors in TTIs and in trying to select and recruit more tutors; few female candidates has been added on the high number of male tutors.

Lastly, the study noted that in TTIs, retirement has an influence on the number of tutors retained in terms of gender. This is in agreement with Selma & Jon Frode (2013) who noted that cases of early retirement among tutors have gradually increased. This could be as a result of new government policy on the academic requirements for tutors. Besides, Ingersoll & Kralik (2018) argued that the government put a policy in 2010 all tutors to be holding a

Bachelors' degree or upgrade to qualify for the post and some of the tutors especially female failed to comply with the new policy, forcing them to retire early, thus creating gender gaps. Female tutors have a tendency of retiring early in 50s eventually creating gender gaps in public TTIs.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter therefore contains the conclusion of findings and recommendations of the study as presented in chapter four and five in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Reference to objective one, it is concluded that ESC is in-charge of tutors' recruitment and employment practices that has an influence on the number of tutors recruited in terms of gender; the scarcity of female staff with the necessary qualifications in natural sciences has an influence on the number of tutors recruited in terms of gender in TTIs; ESC is in-charge of tutors' confirmation, which has an influence on the number of tutors recruited in terms of gender; and the level of advertisement, and advertisement modes by ESC has an influence on the number of tutors recruited in terms of gender in TTIs; these are the major criteria used by Education Service Commission to recruit staff in public Teachers Training Institutions.

Basing on the objective two, it is concluded that in TTIs, recruitment of former students/graduates that performed well are posted as soon as they graduated from colleges that mostly ignore consideration of gender; the recruitment, selection and appointment of tutors are responsibilities of local BOGs which are carried out by the TTIs management; and there is tendency of forwarding the candidate name by Principal and approved by the ESC during recruitment for TTIs; these are the major effects of decentralization of recruitment on female tutors' staffing in public Teachers Training Institutions.

Lastly, it is concluded that in TTIs, departmental restructuring has an influence on the number of tutors retained in terms of gender; the prevention of overstaffing has an influence on the number of tutors retained in terms of gender in TTIs; and restructuring to have better organisation performance and more discipline has an influence on the number of tutors retained in terms of gender; these are the major effects of restructuring tutors' education on female tutors' staffing in public Teachers Training Institutions.

6.2 Recommendation

From the findings of the study, the following recommendations were made;

The study recommended that there is need for a streamlined government affirmative policy on female tutors' recruitment, selection and deployment. Gender equality during tutor recruitment and deployment should be given a priority.

The study recommended that Education Service Commission should streamline the way of advertisement for the available tutor vacancies through various local governments, TTIs,

Boards of Governors and churches in addition to radios, website and Newspapers that are commonly used

The study also recommended that the TTIs environment should be improved. The tutors housing, motivation, team work and collaboration should be emphasized among TTIs by TTIs management to boost job committed thus able to enhance on tutors retention.

6.3 Areas of Further Research

The researcher carried this study in order to examine the “Teaching Staff Recruitment Practices and Its Implications on Female Tutors’ Staffing in Public Teachers Training Institutions in Uganda: A Case Study of Busoga Sub-Region”; but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as:-

1. Effects of Teaching Staff Recruitment Practices on Tutors’ Job Commitment in Public Teachers Training Institutions in Uganda.
2. The Effects of Teaching Staff Recruitment Practices on tutors performance in Public Teachers Training Institutions in Uganda.

In conclusion, more research should be done about the teaching staff recruitment practices and its implications on female tutors’ staffing in public Teachers Training Institutions in Uganda in Uganda so as to compare with results got from Sub-Region so as to draw a ground for recommendations.

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APPENDIX 1:

Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: CONSENT FORM FOR PARTICIPANTS

TOPIC: TEACHING STAFF RECRUITMENT PRACTICES AND ITS IMPLICATIONS ON FEMALE TUTORS' STAFFING IN PUBLIC TEACHERS TRAINING INSTITUTIONS IN UGANDA: A CASE STUDY OF BUSOGA SUB-REGION

Introduction: Good morning/Afternoon. I am called **MAINJA ERISA (RJ20M06/007)**, a researcher from the Uganda Christian University. I am conducting a research study entitled **“Teaching Staff Recruitment Practices and Its Implications on Female Tutors’ Staffing in Public Teachers Training Institutions in Uganda: A Case Study of Busoga Sub-Region”**.

Purpose of the study: To assess the teaching staff recruitment practices and its implications on the female tutors’ staffing in Public Teachers Training Institutions in Busoga Sub-Region.

Procedure of study: You have been chosen and selected to participate in the research. I wish to ask a few questions regarding the teaching staff recruitment practices and its implications on the female tutors’ staffing in Public Teachers Training Institutions in Busoga Sub-Region. Your genuine responses will help me to establish how best I can improve on the female tutors’ staffing in Public Teachers Training Institutions in Busoga Sub-Region. Your responses will be recorded on the attached questionnaire.

Confidentiality: Your answers will be appreciated and taken generally as a contribution from one member among the participants. Your answers will be treated in confidence. They will only be used for purposes of this research. Your name is not necessary. Nobody will be

allowed to access your questionnaire. They will be collected immediately and kept safely; and left at the disposal to be accessed by only the principal investigator.

Benefits and Risks: The research results will be of great importance to Public Teachers Training Institutions in Busoga Sub-Region and the country at large. They may go a long way in improving the female tutors' staffing in Public Teachers Training Institutions in Busoga Sub-Region. No anticipated risks so far that may occur as a result of your participation in the research.

Voluntary consent: It is your right to decide either to fully take part in this research or not. You will not be punished or persecuted in one way or the other for declining to be part of this research. We shall carry out this research from this point if you accept to be involved in answering the questions. In case of changing your mind, you will have a right to withdraw from this research at any point in time. For more information you or clarification, don't hesitate to contact **MAINJA ERISA**, on Telephone +256 751035135; who is the Principal Investigator; Mr. Osborn Ahimbisibwe +256 775737627 (UCU Research Ethics Committee Administrator or Prof. Peter Waiswa +256 772405357 (Chairperson UCU Research Ethics Committee).

Consent statement: I have been well informed about the research on the teaching staff recruitment practices and its implications on the female tutors' staffing in Public Teachers Training Institutions in Busoga Sub-Region. I am fully aware of its purpose and nature of the research; and the benefits and risks which have been well explained to me.

Additionally, I am aware and well informed that the information I will provide will be kept confidential. The participation in this research is purely voluntary. No consequences may result if I refuse to participate or withdraw from the study.

Participants Sig

Date

Name of Researcher

Signature

Date

3. Age Bracket

- a) 18 – 27 years ()
- b) 28 – 37 years ()
- c) 38 – 47 years ()
- d) 38 – 47 years ()
- e) 48 years & above ()

4. Years of experience or at work

- a) 0-5 years ()
- b) 6-10 years ()
- c) 11years & above ()

Section B: The Effects of the Criteria Used by Education Service Commission to Recruit Staff in Public Teachers Training Institutions

You are request to apply a tick where you see more applicable.

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (1)

No. Qns	RESPONSES	5	4	3	2	1
a).	In our TTI, ESC is in-charge of tutors' recruitment and employment practices that has an influence on the number of tutors recruited in terms of gender.					
b).	The scarcity of female staff with the necessary qualifications in natural sciences has an influence on the number of tutors recruited in terms of gender in our TTIs					
c).	In our TTI, ESC is in-charge of tutors' confirmation, which has an influence on the number of tutors recruited in terms of gender.					
d).	The level of advertisement, and advertisement modes by ESC has an influence on the number of tutors recruited in terms of gender in our TTIs					
e).	ESC is in-charge of tutors' promotion, which has an influence on the number of tutors recruited in terms of gender in our TTIs.					
f).	Conditions of employment in our TTIs is determined by ESC which has an influence on the number of tutors recruited in terms of gender					
g).	In our PTC, ESC is in-charge of tutors' appointment and transfer, which has an influence on the number of tutors recruited in terms of gender.					
h).	ESC is in-charge of tutors' discipline and termination of employment; thus has an influence on the number of tutors recruited in terms of gender in our TTIs					
i)	The qualifications required and lenience of the ESC team to favour female applicant has a great impact on the number of tutors recruited in terms of gender in our TTIs					
j).	Any other (specify) -----					

Section C: The Effects of Decentralization of Recruitment on Female Tutors' Staffing in Public Teachers Training Institutions.

You are request to apply a tick where you see more applicable .

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (1)

No. Qns	STATEMENTS	5	4	3	2	1
a).	In our TTIs, recruitment of former students/graduates that performed well are posted as soon as they graduated from colleges that mostly ignore consideration of gender					
b).	The recruitment, selection and appointment of tutors are responsibilities of local authorities, carried out either by the TTIs management.					
c).	Decentralization in recruitment of tutors in our TTIs is to promote efficiency, equality and tutors' retention					
d)	In our TTIs, there is tendency of forwarding the candidate name by Principal and approved by the ESC					
e).	Local districts have vast powers including hiring and firing tutors, that greatly influence their female tutors staffing					
f).	The government practices on staff rationalization and retrenchment has an influence on the number of tutors recruited in terms of gender.					
i)	The tutors' recruitment and utilization practices is demand-driven, operating under decentralized system.					
h).	Any other (specify)					

Section D: The Effects of Restructuring Tutors' Education on Female Tutors' Staffing in Public Teachers Training Institutions.

You are request to apply a tick where you see more applicable .

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (1)

No. Qns	STATEMENTS	5	4	3	2	1
a).	In our TTIs, departmental restructuring has an influence on the number of tutors retained in terms of gender					
b).	The prevention of overstaffing has an influence on the number of tutors retained in terms of gender in our TTIs					
c).	In our TTIs, restructuring to have better organisation performance and more discipline has an influence on the number of tutors retained in terms of gender					
d).	An excellent staffing program begins with hiring the right people and placing them in positions of responsibility that allow them to maximize their skills, knowledge and talent					
e).	In our TTIs, early retirement has an influence on the number of tutors retained in terms of gender					
f).	In our TTIs, restructuring to remove idleness and allow for better salary increment has an influence on the number of tutors retained in terms of gender					
g).	The implementation of a new degree structure in our TTIs has an influence on the number of tutors retained in terms of gender					
h).	Any other (specify)					

i). Suggest the best way to bring about gender equity in TTIs staff recruitment

Thank you for your co-operation

APPENDIX IV: INTERVIEW GUIDE

Interview Guide for Principals and ESC officials

Guiding Questions

1. What is the effect of the criteria used by Education Service Commission to recruit female staff in Public Teachers Training Institutions?

2. What are the effects of decentralization of recruitment on female tutors' staffing in Public Teachers Training Institutions?

3. What are the implication of restructuring tutors' education on female tutors' staffing in Public Teachers Training Institutions?

4. How best should teaching staff recruitment practices in TTIs be improved?

5. How best do you want the female tutors' staffing in TTIs to be achieved?

Thank you for your co-operation

APPENDIX V: PLAGUARISM REPORT

