



RESEARCH ARTICLE

EFFECTIVE LEADERSHIP FOR TURBULENT SITUATIONS IN EDUCATIONAL INSTITUTIONS IN AFRICA FOR THE 21<sup>ST</sup> CENTURY AND BEYOND

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ABSTRACT

School leaders occupy a very important position for influencing actions of other people in achieving desirable outcomes. Their leadership provides essential sense of direction in their organizations. Educational institutions in Africa, Kenya inclusive are marred by turbulent situations that disrupt the teaching and learning processes. This article examines the type of emerging turbulent situations existing in school organizations. It examines the different types of leadership styles adopted by school administrators to create order and address issues appropriately. The study was anchored on situational leadership theory. A mixed method particularly convergent parallel Mixed Method Design with both qualitative and quantitative paradigms guided the study. In Quantitative Cross sectional survey was adopted while in qualitative phenomenology. The study targeted primary head teachers, teachers, County Education Officers and the students in primary schools in Kenya. Stratified random sampling technique was utilized to select students and teachers to participate in the study. The Schools that experienced major turbulences were purposively selected and their head teachers automatically included in the study. Data collection instruments were questionnaire, semi structured interview guide and observation checklist which were all subjected to content validity. Descriptive statistics such as frequencies and percentages summarized quantitative data. Data from semi structured interviews was organized into themes based on research questions and reported in direct quotations and narratives. The findings showed that head teachers employed diverse leadership styles in calming difficulty turbulent situations. The most disastrous one autocratic leadership style. Here some head teachers minimally involved the students and teachers in making decisions on matters affecting them. Vandalism was observable in such schools. Head teachers who used situational leadership style seemed to have contained the situation effectively. The study recommended that all head teachers should attend refresher courses to be inducted on tenets of situational leadership style. Any teacher aspiring to become a principal must show a certificate on courses done on leadership and management. Similar courses should be included in teacher education curriculum to equip pre-service teachers with leadership skills which when used appropriately harmonizes situations and learning.

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INTRODUCTION

Many schools globally are facing a lot of challenges in trying to inculcate good moral behavior in students. Teachers are encountering challenges in their efforts to educate students properly. Classroom management and disruptive behavior have posed a great concern to teachers and managers of schools. Many researches related to turbulence in schools have been done; for instance Harvey (2013) and Anderson et al (2003) studied at global levels on violence in the media and the effects on student's behavior in the classroom and the influence of media violence on youth. In Africa Ngwokabbuenui (2015) explored indiscipline in secondary schools in Cameroon and

found out that student indiscipline was in a form of disobedience to teachers and school prefects which is unacceptable habits. Stella (2016) did research on indiscipline of students on higher education in one of the university in Zimbabwe and found out that students exhibited in indiscipline in taking alcohol, sexual immorality, theft and forgery. In Kenya several studies done on indiscipline (Igwe, 2014; Ministry of Education, 2001) indicate riots and strikes. The reintroduction of free primary education triggered chaos in schools that affected the teaching and learning. Despite the Ministry of Education efforts taking stern measures to curb indiscipline, the deterioration of students' disruptive behaviour continue to witness this year 2016. Indiscipline took the form of vandalism, riots and burning of over 100 school physical facilities; this necessitated conducting this study to determine how effective the head teachers played their leadership role.

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The questions that many people ask are: what leadership practices can make real difference in curbing indiscipline in schools? How should school leaders use these practices in the daily running of schools particularly in turbulent moments? Does the leadership depend entirely on the situation? What role does the situation play with respect to leadership? All these questions necessitated the current study.

### **The concept Leadership**

Different studies indicate that there is no one single universally accepted definition of the term leadership that is why different scholars explain leadership in diverse ways. For instance, Yukl (2010) defines leadership as a process whereby one individual influences other group members towards attainment of defined or organizational goals. This definition has three important aspects: that leadership influences, involves attainment of goals and requires followers. The influence aspect is where the leader changes the actions or attitudes of group members. Research has shown that a leader may influence many aspects of behavior in the school, for instance, the organizational structure, follower's group culture, levels of motivation, communication patterns, their receptivity to change, their quality of decision making, performance, absenteeism and turn over and curriculum implementation. An effective leader helps the organization to achieve its goals whereas an ineffective leader does not (Drucker, 2008). All leaders exert influence over group members through formal authority that whereby the followers must consent to being influenced. This study was anchored on situational leadership theory.

### **Hersey and Blanchard's situational leadership Theory its Application in Schools**

Hersey and Blanchard (1982) developed a leadership theory that specifies the amount of support, encouragement and two way communication that a leader provides and engages in. The situational leadership theory identifies two key leadership behaviors: task behaviors and relationship behaviors. In task behavior the leader explains to the students, staff the task to be performed, where, when and how the task is to be performed, for instance in calculations, drawing of diagrams and labeling it clearly, construction of correct sentence structure. In relation behavior the leader engages in a two way communication by providing socio emotional support and facilitating behavior. For instance, some head teachers believe in the importance of professional development growth of teachers including themselves hence adapt to changes that promote the acquiring of the needed knowledge and skills while others did not. Hersey and Blanchard also included the degree of follower maturity or readiness. This refers to the follower's ability and willingness to achieve a given particular task. The theory advocates the use of a particular behavior combination or styles depending on the level of maturity of the followers. School administrators, therefore, should consider situational leadership styles of telling, selling, participation, delegation and decide under which circumstances each is appropriate. Telling styles used when the followers display a low level of readiness to be willing to achieve the task. Here the leader should adopt a task oriented style by giving followers' specific instructions on what is expected from them and supervise staff/students more closely. It can be applied in situations of welcoming new comers specifically during induction of the new teachers and students who need a lot of instructions and supervision. These according to Okumbe (2001) include giving

information about the duties and responsibilities, objectives and policies of the organization, the school norms, standards and structures, work relationships. Selling style is appropriate where staff and students display moderate levels of readiness towards the task to be achieved. The leader explains decisions and solicit discussion from the staff but continue to direct the tasks- for teachers trying to gain independence and competence

Participating style is the degree to which followers participate in activities especially decision making. It tends to lean towards relationship aspects of the situation; for instance the principal makes decisions with the staff members and support their efforts towards performing of the tasks. This leadership style works with highly creative teachers with excellent ideas and the head teachers support them to bring those ideas to fruition. Delegating style works with high levels of subordinate readiness; the leader can delegate much of the responsibility for both the task and relationship dimensions. The leadership role become facilitative rather managerial. For instance, the head teacher can delegate responsibilities to the staff to take decisions of planning schemes of work and lesson plans and implement in delivering the specified content to learners appropriately.

The application of the situational leadership theory has challenges. One of the situational factors affecting leadership is the readiness of the followers and is of two types: willingness and ability. Willingness is a combination of varying degrees of confidence, commitment, and motivation. These enable the follower's commitment to the job, quality and the organization. For instance, the teacher may be motivated to teach the assigned subjects well but feel insecure of their ability to do the job, these has to be sorted out before they move into readiness. Ability is derived by the amount of knowledge, experience and demonstrated skill the teacher brings to the task. A leader is likely to error if she assumes knowledge and hold the teacher accountable for skills she has not had opportunity to demonstrate e.g a head of department assigns a teacher subjects not familiar with or do not like. A head teacher can analyze the situations that create tension or conflict at a specific point in time and make appropriate decision to restore harmony. For instance, during students riots in Kenya schools, one head teacher in given school used a participating style to contain vandalism, he enticed students to be at peace, advised prefects to maintain order and promised to hold a goat eating party after examinations. The boys were very happy, participated actively in studies and finally crowned it with a luncheon of goat eating.

In situation leadership theory, leaders and followers influence actions of one another. This is in line with reciprocal influence theory that state that certain leader behaviors cause subordinate behavior; certain subordinate acts can cause the leader to modify behavior. For example school head wants to improve students' academic achievement scores; how will the head teacher's behavior be influenced by the behavior of the teaching staff? The principal has to supervise closely the non-performers, apply threats or punishments to make them work hard. In some situations like dealing with hot tempered teachers and difficulty students the head teacher has to adapt leadership style to accommodate the individual needs. The situational leadership emphasizes the importance of leaders to adjust their behaviors to follower characteristics and hence reminds leaders to develop the followers' ability, motivation and task related confidence. The situational leadership benefits

the school administrators in the sense that they can diagnose the readiness of the followers before choosing the right leadership style.

**Research Design and Methodology**

The study was conducted to find out how head teachers leadership style influenced students achievement in Nyamira County, Kenya. The following research questions guided the study. What Leadership styles do head teachers employ in enhancing teaching and learning in public primary schools in Nyamira County? What challenges hinder the Head teachers’ performance of their Instructional Leadership? How can the head teachers’ instructional leadership be improved? The study adopted the convergent parallel mixed methods that embrace both quantitative and qualitative paradigms. In quantitative, cross sectional survey was adopted to gather information from pupils across various class levels, and teachers from diverse departments. In qualitative paradigm phenomenology used to gather information on lived experiences of pupils and the teachers on the head teachers leadership styles. The study targeted primary school head teachers, teachers, students, County Education Officers. Stratified random sampling technique was utilized to select students and teachers to participate in the study. The schools that experienced major turbulences were purposively selected and their head teachers automatically included in the study. Data collection instruments were questionnaire, semi structured interview guide and observation checklist. Descriptive statistics such as percentages and frequency summarized quantitative data. Qualitative data from interviews and observation checklist were organized into themes based on research questions and presented in direct quotations and narrative form.

(14%) and 7.5% rated sometimes and rarely respectively. The head teachers interviewed concurred with teachers and confirmed responses by saying:

Before I make any major decision concerning teachers in my school, I call them in a staff meeting. In this forum teachers discuss various aspects of their teaching. These include testing policies, number of tests to be administered per term and time for administering remedial classes. On the statement as to whether the head teachers allowed complete freedom to students and teachers to do what they want, the majority (43%) of the teachers stated rarely, 39.5% never. The minority (1%) and (1.5%) rated very often and often respectively. From interviews, the school heads termed laissez fair style detrimental to learning because uncommitted teachers are likely to develop mediocrity, haphazardly prepare lessons and employ teaching strategies that do not enhance pupil’s learning. At times freedom was allowed. From interview school heads argued that once they assign duties to a committed and competent teaching staff, the latter takes the initiative to consult the syllabus, get the topics, make schemes of work, lesson plan and select appropriate learning activities for learners to achieve the objectives. About 7.5% said that dictatorship was utilized whereby teachers were allocated to teach subjects such as Creative Arts which they felt incompetent in handling. The affected teachers complained that without sound knowledge of the subject matter, they are likely not to deliver the teaching well. Teachers were of the opinion that the head teacher involved the parents and teachers in the running of the school. This was shown by the majority 47.5% who stated often and 40.5% as very often. Only few (10%) indicated sometimes. The rest (0.5%) and (1.5%) of the teachers mentioned rarely and never respectively.

**Table 1. Distribution of the teachers’ and pupils’ rating on the head teachers’ effectiveness**

Leadership style employed by the head teacher	Rating responses									
	Never		Rarely		Sometimes		Often		Very often	
	f	%	f	%	f	%	f	%	f	%
Consults teachers in decision making about their work	T: 0	0	3	1.5	12	6	92	46	93	46.5
Assigns staff duties without consulting them	T: 157	78.5	28	14	15	7.5	0	0	0	0
Leaves teachers/ pupils unsupervised to do what they want	T: 79	39.5	86	43	30	15	2	1	3	1.5
	P: 180	45	94	23.5	75	18.8	16	4	35	8.8
Involves parents & teachers in running the school	T: 3	1.5	1	0.5	20	10	95	47.5	81	40.5
Involves monitors / prefects in the running of the school.	T: 9	4.5	3	1.5	2	1	83	41.5	110	51.5
	P: 2	0.5	2	0.5	48	12.1	73	18.3	273	68.6
Consults pupils to make decisions about their studies	P: 4	1	3	0.8	141	35.3	96	24	156	39
Solves pupils problems as they rise without delay	P: 2	0.5	13	3.3	76	19	60	15	249	62.3

Key: T- teachers (200) P- Pupils (400).

**Findings and Discussion of the Study**

The researcher sought to establish the views of the pupils and teachers regarding the head teachers’ effectiveness in employing different leadership styles in enhancing teaching and learning. They were presented with statement that included all leadership styles and requested to rate the extent of their agreements. The findings are presented in Table 1. Table 1 show that the teachers and pupils rated the head teacher’s performance in various leadership styles highly. Teachers were of the view that the head teachers consulted them in decision making about their work. The majority 46.5% of the teacher indicated very often; 46% as often while 6% said sometimes and 1.5% rarely. This implies that head teachers never assigned the teaching staff duties without consulting them as pointed out by 78.5 % of the participants. A few,

Effective instructional leadership calls for purposeful involvement of parents of the pupils in the school program. One of the duties of the head teacher is to assist parents understand their roles in school life and support the basic mission of the school. Head teacher interviewed indicated that parents are involved in both academic and non-academic matters. Literate parents participate in the supervision of their children’s home work and instilling discipline. They buy story books and other reference materials for their children. In non-academic aspects, some of the parents are representatives of parents Teachers association (PTA) and members of the school management committees (SMC). Occasionally head teachers organized parent conferences in the schools and took the opportunity to explain to parents the significant role they play in their children’s education as prescribed by the MoEST (2006, pp.11-12).

- Have a positive attitude towards education and participate decision making on FPE.
- Build and maintain learning facilities.
- Participate in community initiatives to support the implementation of FPE
- Monitor their children's progress and support teachers in their work.
- Assist children with homework, ensure boys and girls have an equal share of household chore
- Ensure the proper use of school funds and resources
- Protect school land and property from grabbers.
- Allow time for children to study and play after school

Strong instructional leaders in schools are supposed to provide leadership by building and maintaining a vision, direction and focus for student learning (Sergiovanni, 2001). They (head teachers) should be dedicated to good instructional practices and learning. As an effective instructional leader, he / she should demonstrate creative and innovative thinking. They should provide leadership that appropriately involves the school community (parents, teachers and pupils) in creating shared beliefs and values about the school.

About 63% of the teachers reported that their head teacher told pupils about good study habits. In high academic performing schools head teachers held academic, social and general purpose class meetings regularly. Academic meetings discussed problems experienced by pupils and teachers in the teaching / learning process. Issues such as poor test results, too much homework and difficulty subjects or topics were brought out and remedial measures put in place. The class teachers met with their pupils daily to solve any social (conflicts) arising among pupils. The pupils confirmed this when the majority 249 (62.3%) pointed out that the head teacher solves problems as they rise without delay. The data also indicated that some pupils, for instance, head boys and head girls, prefects, class monitors were involved in school administration and contributed to the smooth running of the school. They coordinated co-curricular activities such as games, clubs as well as dealing with minor indiscipline. They also communicated to the school administration matters affecting the entire pupil body. The study established that most head teachers delegated responsibilities to the deputy head teacher, senior teacher, class teachers, subject panel heads and games teachers among others. Job description was stipulated for each duty. For instance, the class teachers were responsible for preparation and maintenance of class register, checking class attendance, maintaining discipline and welfare of the pupils.

### **Challenges Head Teachers Encountered**

This was the second research question. Reports from teachers indicated that head teachers encountered several challenges ranging from inadequate managerial skills, management of the students and teachers to curriculum and instruction. These are explained in the following sections.

#### **Inadequate Managerial Skills**

This is a personality factor that affected the performance of some head teachers. In declining schools, majority of the teacher participants cited lack of managerial skills that hindered head teachers from performing their instructional administrative tasks effectively. They attributed that to the

appointment of those school heads to positions of authority through inordinate means such as tribalism, bribery, religious patronage, religious influence as well as political patronage. Teachers' reports showed that those school heads often lacked updated expertise in areas of curriculum implementation and assessment. Furthermore, they displayed fear to delegate duties to capable and competent teachers thinking that they would oust them. Their lack of skills was observed planning school staff meetings, management of teachers and pupils, conflict management, lack of team work and inability to analyze instructional problems and make sound decisions.

#### **Planning Staff Meetings**

Staff meetings are of critical importance in coordinating efforts and effecting curriculum changes in instruction. The head teachers' role is to ensure that the meetings are channels of communication and action rather than for confusion and frustration. This is achieved by structuring meetings in such a way to channel positively the energies of all teachers involved towards agendas of the meeting. The purpose of the meetings according to Wilson, Morris and Everard (2004) is to make decisions on curriculum changes; to collect views, information and proposals in order to make informed decisions. It involves exchange of information on the progress of various aspects of the school including syllabus coverage and pupils' learning outcomes, causes of poor academic achievement, truancy and design strategies of alleviating them.

Teachers' reports from the declining academic schools disclosed that the top down leadership style featured lengthy and negative staff meetings. They were characterized by unfocused discussions because purposes were not clear; the venue meetings were not communicated to teachers in advance. There were wastage of time as individual teachers repeated ideas which they felt had not been adequately discussed hence minutes had to be counterchecked. Most teachers were not listening to anyone else until their own view was heard and discussed in length. There was no follow up activity as written minutes were circulated without action responsibility. Teachers in those schools abhorred stressful staff meetings because some head teachers used them as a platform for threatening followers. As one teacher put it; one time the head teacher came to the staff meeting furiously and said, "If anyone doesn't like to be in this school, you are free to ask for transfer and I will get a replacement immediately". Another teacher added, "We often work in dreadful situations about unfair evaluations. I have a young family and the only person with a job. I fear being interdicted if the head evaluates me unfairly since they could not revert the evaluation". The turbulent situation was compounded when head teachers failed to just their unfair evaluations. Hence, teachers remained in the school demoralized to render better teaching practices.

#### **Management of Teachers**

In any organization conflict among members do occur. The ability to handle conflict is a key factor to managerial success. Situational conflicts arise between teachers and parents, students and teachers which both parties need to solve and at times need the intervention of the head teacher. The instructional leader applies skills and strategies of conflict management that satisfy the interest of both parties in a practical and acceptable manner. These include:

- Parties talk to each other as openly as possible about the real issues that concern them
- Carefully listen to each other's point of view and clearly articulate them in conflict situations
- Displays the ability to help both parties arrive at mutually acceptable solutions.

Teachers' reports indicated that their head teachers' possessed inadequate skills of conflict management particularly skills of listening and understanding the points of view and needs of teachers. Instead they focused on parents and students views and personalized conflicts that led to teacher mistreatment. Teachers from various schools reported diverse perspectives of head teacher mistreatment which were categorized into non-verbal and verbal behavior. The nonverbal behavior observed were aggressive eye brows, slamming of doors and not responding to teachers. The verbal behavior included blaming the staff for students' failures and favoring some teachers. Abuse in schools induced many adverse effects on individual teachers that were categorized into physical, social and emotional wellbeing as well as job performance. The physical effects cited the victimized teachers included sleep disorders (nightmares and insufficient sleep), fatigue and hypertension illness. One teacher interviewed said:

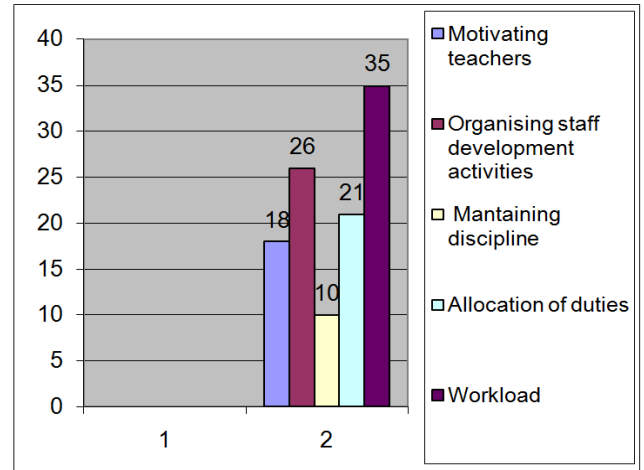
I feel that my head teacher is extremely insensitive to my personal matters even in sickness. He repeatedly ignores my apologies of genuine absenteeism and rapidly snubs me in front of my colleagues'. He makes unreasonable work demands by overworking me. When I tried to dialogue with him, he threatened me that he has the authority to recommend my transfer elsewhere.

The emotional aspects of abuse experienced by teachers in school were shame, depression, and fatigue due to suppression of anger, helplessness and embarrassment. In some instances, victimized teachers took revenge on the head teacher and murdered him. The residents of the area attributed it to wrangles that prevailed in that school. The social effects noted by the victimized teachers included being isolated from their colleagues and not supporting them in turbulent moments. For instance, in dealing with problematic pupils and their parents, the head teacher did not only fail to investigate the problem but blamed teachers for their problems and reprimanded them in their presence. Such autocratic leadership style did not create a conducive working environment for teachers.

Favoritism was another form of isolation pointed by participating teachers. Favoritism refers to "inequitable" treatment of the teachers; selecting undeserving individuals to be rewarded while neglecting the deserving ones. Incidences cited by teachers as indication of favoritism included some teachers were always excused from attending staff meetings and assigned to teach better pupils and classrooms. They also received unwarranted positive staff appraisal and unscrupulously received public recognition of their work. Moreover, the favored teachers supported and reinforced the head teachers' domination of the targeted colleagues and intensified their sense of mistreatment. For instance, some teachers were consistently subjected to unreasonable work demands where one teacher's workload was described as "too difficult and excessive," with 50 teaching lessons per week. They cannot even fit in the teaching time table. The dangers of conflicts were evident as stressed teachers transferred the effect to their job performance by reduction of extra efforts and

commitment. It also aggravated teachers' absenteeism and attrition. This probably explains why some schools had extreme teacher turnover. Head teachers also asked to indicate challenges they encountered in managing the staff, their responses are shown in Figure 1.

### Managing the Teaching Staff



**Figure 1. Head teachers' problems associated with the Management of teaching personnel**

Figure 1 presents various challenges encountered by head teachers in the management of the teaching staff. These were the allocation of duties, organization of staff development activities, maintenance of discipline, allocation of duties and the heavy workload.

### Allocation of Duties

The organizational decision of where a particular teacher is to be placed, classes and subjects to teach are the responsibility of the head teacher at the school level. But studies showed that they encountered heavy resistance from teachers in subject placement. In particular teachers were reluctant to teach the integrated subjects infused in the new revised curriculum. The concerned teachers found difficulty to teach topics such as Creative Arts and the emerging issues especially HIV/AIDS. Regarding Creative Arts some teachers felt incompetent to teach the whole content, that is, Music, Arts and Craft components. Some were conversant with Art and Craft but not in Music and vice versa. Other teachers found difficult to teach about Human rights, protection of child's rights, child's labor as they viewed it as conflicting with the work at home and at school. It was perceived as a challenge to authority. These responses clearly indicate the teachers' inability to effectively interpret the syllabus and teach it effectively. If the head teachers are to succeed in utilizing the teachers effectively, placement must be done accordingly. During in-depth interview, the researcher sought to establish how the head teachers managed the placement challenge. The reports indicated that each school head devised various strategies. Some handled the resistances by giving teachers an opportunity to decide the subjects they feel competent and confident to teach and the grade level. Mbiti (2007) terms this a democratic leadership that guarantees respect and opinions of the teachers. It was noted that where the approach was effectively employed, the learners' outstanding academic performances were realized. The head teachers also

encouraged team teaching. This is another term for co-operative teaching whereby teachers plan, instruct and evaluate their teaching together. Asked on how they organized it one of the participating head teacher's explained the strategy as follows:

Each teacher was assigned the topic of interest and ability in a given subject to prepare and to teach it in class in the presence of other teachers. Teachers found it advantageous because they learnt from each other both from the discussion and through classroom observation. They supported each other with real life examples in a spirit of comradeship. However, cooperative teaching did not take place in all sampled schools. Some teachers complained that their heads employed coercive power in subject allocation. They claimed that a primary teacher is supposed to handle any subject according to the Ministry of Education regulations. It was noted that where head teachers applied coercive approach, teachers took the subject but played an agitate attitude. A cross examination of pupils' exercise books indicated that the non-examinable subjects such as HIV / AIDS, Sexual reproductive health, children's rights and life skills are rarely taught regardless of their relevance to the pupils lives. Majority had not written class notes on those subjects and where they did, they were minimal with disjointed unclear information.

Negative attitude towards teaching lower classes (Standards 1-4) was another mitigating factor cited by head teachers towards placement. The school heads complained of the prevailing attitude that teachers destined to teach lower classes are either less qualified or not outstanding in their performance. They (heads) struggled to change the wrong notion by explaining that lower primary is the most important level and the best teachers are assigned to teach foundation level with minimal success. To correct the attitude, it is high time that the government adopt a system of assigning the best teachers to lower primary.

### Heavy Work Load

In all schools visited teachers and head teachers complained of the heavy workload. Teachers handled many classes and lessons. Teachers' participants attributed that to increased enrolment without additional deployment of teachers. The teachers' questionnaire sought to establish the total number of lessons each teacher handled per week. Their responses are presented in the Table 2.

**Table 2. Distribution of the Teachers' Workload**

Number of lessons per week	f	%
Between 40-45	123	61.5
Between 35-39	65	32.5
Between 30-34	7	3.5
Less than 30	5	2.5

Analyses of responses in Table 2 indicate that most teachers are overloaded with the teaching lessons. The majority 123 (61.5 %) of 200 teachers handle over 40 lessons. Another 65 (32.5%) teach 35-39 lessons per week. Only a minority 7 (3.5%) and 5 (2.5 %) had less than 30-34 and less than 30 respectively. The teachers with above 40 lessons are overloaded as per teaching policies. As mentioned earlier there are 9 lessons in a day of 35 minutes each in upper primary totaling 45 lessons per week. This means that the affected

teachers of over 40 lessons are occupied in every lesson probably moving from one class to the next. The effectiveness of these teachers in terms of lesson preparation, assessment and marking exercise books can be tedious if not practical. This was confirmed during interviews when one teacher said: Teachers are willing to teach but their teaching overload does not allow them to deliver as expected. We have no time to make a good lesson preparation. Particularly we mathematics and language teachers have to take a lot of time marking pupils' books daily. Marking has become a cumbersome exercise. Another teacher voiced the same sentiments "We teachers are undergoing stress because of too much work. We have no time to even prepare teaching resources. At the end of the day we feel so exhausted to do any other work, yet the following day we are expected to be in class. The teaching overload was not only experienced by the teachers, but their head teachers as well. It was noted that some head teacher had 40 teaching lessons like other teachers. They attributed that to understaffing in their schools. Furthermore, the head teachers took the responsibility of the accounts clerk in their schools as well as other instructional administrative tasks. Such overloads mitigated the head teachers and their teachers' performance which adversely reciprocates the learners' outcome. Data from the pupil participants confirmed the deterioration of the teachers' performance. The observable aspects of the teachers' and head teachers declining performance as reported by pupils was that of absenteeism. Probed on this issue during informal conversation some pupils grievously lamented as follows:

Some teachers absent themselves from the classroom. They report to school but stay in the staff room to chat; we have missed so many lessons without teachers. They do not teach particularly in the afternoons during the heavy storms. In a few schools in sub counties, pupils expressed concern about teachers who came to school drunk. Others sneaked out of school to drink during the official school time when the head teacher was not within the vicinity. On returning the teachers spent time harassing the pupils, taught poorly probably due to unpreparedness. The head teachers reported that congestion in classes has compromised the effectiveness of teaching and learning. This is because some pupils need special attention to master the concepts so as to attain the same level of understanding with other pupils previously in the school. The problem was aggravated by the head teachers' lack of pedagogical skills of assisting their teachers to handle large classes and this made it difficult for the teacher to cater for the individual differences of the pupils in terms of mental ability and motivation.

The head teachers' further explicated that large classes also affected the teaching strategy employed by teachers in delivering the content whereby teachers tended to use lecture method in teaching. Teachers noted that large classes often encourage teacher-centered methods, the result of which is a stressful learning environment where rote learning is the order of the day and caused learners resentment.

### Situations that Triggered Students' Resentment in Class

The findings showed that strained relationships triggered indiscipline in class in the following aspects.

- Failure of teachers to set clear objectives such that students don't understand what they doing, why they doing it and how they will do it

- Unhealthy interpersonal relationship between a teacher and students trigger negative emotions such as anger, blame, hostility and rebellion.
- Continuous failure in activities e.g unsuccessful experiments, low scores in continuous assessment tests make students lose interest in the learning activities
- Inadequate learning resources e.g sharing of course books, chards and reference materials
- uncondusive learning atmosphere
- Use of teacher centered learning strategies reducing students to passive learners, taking down notes. The situation may trigger learners inattentiveness and are likely to digress to unrelated disruptive behaviors such as silent chats, downloading messages from their phones

Head teachers were asked to point out how they managed to sort out the problems raised by students. Some said that they held meetings with teachers and devised strategies for enhancing good class management and included the following:

- Provision of interesting learning activities related to the set objectives that actively involve learners to give explanations, comments and respond to questions
- Varying the activities to sustain learners interest throughout the lesson
- Establishing a healthy learning atmosphere by being friendly, giving regular attention, and positively reign forcing learners, is courteous and respectful. This is likely to capture the learners' attention, feel happy and joyous in learning.
- Enabling students to experience success in the activities they do in class to motivate them to learn

### Managing Teachers' Discipline

Head teachers reports from interviews indicated teachers' indiscipline as challenge. It was ere noticeable in poor teacher –pupil relationships, absenteeism from school and confrontations. Informal interviews with overage pupils indicated that they resented being 'bawled up' as much as adults dislike it; they saw it as a form of bullying. When done frequently, it soured relationships and stirred up disagreements and hostility. All these actions are against the Children's Act (2002) and often led to pupils' behavior being governed by a principle of 'reciprocity'. Furthermore, the disagreements were exacerbated by what Smith and Laslett (1993) term as the teachers close proximity to a pupil that acts as a powerful irritant in the situation, which prolonged and sharpened the crisis. In other schools some teachers caused blunder in classroom management. The pupils complained of some teachers accusing them unjustly and snapping the innocent one; compounded the error by persisting when apology could have avoided confrontations. These confrontations were maintained by the way the teacher said demeaned the pupil in front of others. Despite the above challenges, an effective school administrator is in charge of controlling, organizing and maintenance of discipline of staff and pupils. The researcher sought to establish strategies head teachers utilized to manage the challenge. Most of the head teachers reminded teachers to be watchful of the negative effects of the non verbal Communications had on pupils. They requested teachers to adhere to their Code of Ethics and develop a positive attitude towards all pupils. When necessary to reprimand the culprit,

school administrators advised teachers to do it slowly and courteously. This strategy was recommended by O'Leary and O'Leary (1977) quoted in Smith and Laslett (1993) who maintains that quiet reprimands privately delivered are more effective than public loud ones. Similarly, Jordan (1974) quoted in Smith and Laslett (1993), observed teachers interactions with pupils in a classroom and the different ways pupils reacted with to them. He also illustrated their attitude towards pupils and perceptions of their work. He found out that teachers whose lessons were rarely disturbed were those who managed disruptive behavior quickly and effectively and had positive attitudes towards all pupils. Teachers whose classes were often disrupted by misbehavior, it is the instructors who challenged and provoked pupils. They had a negative attitude towards pupils and disconnected themselves from school work by making increased use of sick leaves, looking for better jobs elsewhere. One of the responsibilities of the principal is to create a good school with a positive learning environment. Good schools are characterized by high expectations, high standards and a caring environment. This is likely to minimize the turbulences occurring in schools. Effective teachers are passionate about educating their students. They want to spend their time teaching rather that dealing with classroom disruptions. Here are some classroom management tips school leaders can use in appropriate situations to assist teachers settle problems.

- Establish clear school rules and procedures which should be known by; inform the entire school community of teachers, parents and students knows and supports them
- Improve their visible presence by using management by walking around to interact with teachers and students informally in halls and classes ; to monitor any trouble shooting and confer it with teachers and take measures to curb them
- Establish a school culture of quality teaching by equipping teachers with effective teaching skills to minimize lesson disruptions
- Hold workshops to empower teachers with classroom management skills to create order; deal with misbehavior quickly, fairly without recrimination
- Schools develop school wide policy which include a code of conduct, specific rules of discouraging misbehavior ; stating clearly types of infractions and their consequences, determine the misbehaviors to be managed in class and the ones to be handled in the principal's office
- Involve parents, staff and students to come up with realistic rules, taking into consideration legal aspects of discipline and their implementation

Organizing staff development activities was another challenge encountered by head teachers. Teachers complained of not being well prepared to handle integrated courses such as Human Rights, Creative Arts and Guidance and Counseling. They lacked competence in handling subjects they had failed in examination or scored low marks. During informal conversations, one of the affected teachers had this to say:

When I know that I have the lesson the next day, I have to read the topic at night in order to understand. On entering class I read it again to pupils. I cannot teach without referring to a textbook. I am unable to use real life examples to reinforce the concept.



### Inadequate Teacher Motivation

Lack of teacher motivation was cited as a problem by 18 (50%) of the head teachers. Factors that caused teacher demotivation were as follows: some pupils had no regard for teachers; poor terms of service, work overload due to teacher turn over without replacement, stagnation the same grade and limited opportunities for training to improve their skills. Teachers with low morale, tend to have low academic emphasis, whereby teachers cannot put effort to assist low achievers who keep on repeating class level. Olembo (1975) commenting on the importance of motivation says that Motivation plays a larger part in determining the levels of performance of the teachers and students....if motivation is low, teachers and students performance will suffer as much as if ability was low. It is, therefore, imperative for the head teachers to motivate teachers and teachers in turn motivate students.

The study sought to establish how head teachers have motivated their teachers. The reports indicated the leaders' utilization of both formal and informal strategies. Formally, teachers were recommended for promotion and Parents Teachers Association held luncheons for them. However, it was noted that school heads had abandoned the luncheons because it created petty jealousy among teachers. Instead they resorted to less formal methods of incentives of spontaneous oral appreciation for well accomplished task, encouraging collegiality and celebrating together, involving teachers to make decision especially in matters affecting their teaching and thanking the teacher privately. The school heads felt that these are simple but effective techniques for expressing recognition in their schools. Pupils on the other hand, were motivated to work hard by being given exercise books and pencils. During the lessons teachers motivated the pupils by acknowledging their responses and applying their ideas to real life situations.

### Inadequate physical facilities

Desks and chairs form an important part of learning environment as they support teaching and learning. Pupils need to sit comfortably in order to be attentive, to write notes and do class and other assignments. However, this study has revealed that in most schools covered desks and classrooms were inadequate resulting congestion. The researcher observed that as many as 4 or more pupils shared a desk designed for three. In some schools pupils sat on benches and wrote on their laps. In this posture pupils could not develop good writing skills. Furthermore some benches were not standardized; they were either too low or too high for the pupils to see the chalkboard. The toilet facilities were well constructed but too few for the enrolments, thus long queues were observed during break time and extended to lessons after break. The absence of lockable doors and windows worsened the problem of the head teachers since the purchased textbooks needed good storage. The researcher noted that most head teachers organized to acquire cupboards to store books in their small offices. Library facilities were nonexistent in most schools. Instead classrooms were converted to book stores to keep obsolete textbooks of the faced out syllabus. The study also sought to establish whether conditions of classrooms, furniture and chalkboard were conducive to teaching and learning. Various aspects such as lighting, ventilation, and roofing were observed. The overall outcome observance was that most of the 36 primary

schools visited had permanent walls, iron sheet roofing. However, they had no window panes or shutters or glass or ceiling. Only few had wooden window shutters. The pupils reported that during the stormy rains teaching and learning is often suspended as hearing and concentration are minimized by the noise from heavy downpours. The study showed great disparities in the distribution of furniture. Some schools had inadequate furniture for the age and body size with other pupils sitting on benches. About 80% of the schools had no educational visual aids hanged in their classrooms. The poor provision of the adequate furniture, visible chalkboards and visual impacted negatively on the pupils' learning outcomes. Only few public boarding schools in Borabu Sub County had adequate furniture, electricity and visual aids. In terms of lighting, all pupils in class depended on sunlight hence pupils had difficulty reading from the chalkboard particularly during cloudy days, morning and evening preps.

### Shortage of teachers

The study showed that most schools were understaffed. Interviewed head teachers indicated a shortfall of two to five teachers in the sample schools. The pupils confirmed by problem by saying that 'In our school, we have fifteen classes with 11 teachers only. One teacher teaches three subjects in our class, when he is absent we miss all the lessons'. Understaffing was aggravated by teachers' resistance to deployment to certain schools, due to their interpretation as a punishment. Other teachers were infected with HIV/ AIDS, hence needed to teach schools close to their families for psychological support and care.

### External Factors

This section deals with challenges head teachers have encountered as perceived by the teachers and head teacher as well as strategies devised to counteract them. The teachers' responses or suggestions are presented Figure 1.

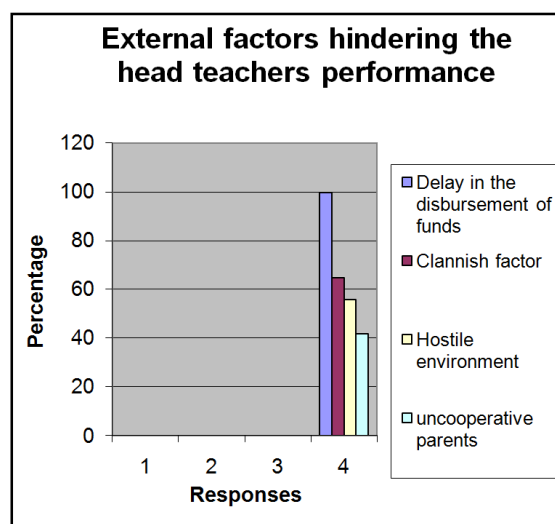


Figure 2. Out of school (external) factors

As shown in figure 1 the teacher participants cited diverse factors that minimize the head performance of their tasks. About 100 % cited late disbursement of funds, 62% clannish factors, and 56% reported that head teachers work in hostile environment while 42 % mentioned uncooperativeness parents. These factors are explained briefly the following sub- sections.



### **Delays in disbursement of funds**

This concern was put forward by 100 % of the public primary school head teachers in Nyamira County. For instance, the funds for year 2006 were released in the second term. This curtails the efforts of the head teachers in purchasing the needed text books and other instructional materials in time. The late delivery affects the teaching learning process carrying forward the uncompleted syllabus. Thus the researcher observed that many schools were still lagging behind the syllabus. The head teachers also reported of the cumbersome procedures involved in getting the funds by making several journeys to the County Education Office at the expense of teaching their classes.

### **The clan factor**

This refers to members of the group associating closely with one another and showing little interest in other people. About 65% of the teacher participants observed that some communities wanted schools within their locality to be headed by a person from their clan. The teachers noted that such school heads engage in personal, clan and community affairs particularly chairing funeral meetings at the expense of running the school. When they fail to manage the school effectively, they get strong protection from the clan members. Working in a hostile environment was another factor pointed out by the Zonal Quality Assurance and Standards Officers (formally inspectors) and echoed by 42% of the teachers. It was noted that politicians from some constituencies spoke inflammatory statements that incite parents, teachers and pupils against the school administrator on personal interests such as failure to award tender to supply goods and services to school. The rejection of the head teachers was noted in using the physical force such as the school committee members locking the school offices and guarded some parents. A head teacher who feels rejected by the school committee and parents and not worthy of being trusted cannot invest his / her energy to create good a conducive environment for effective teaching and learning. The Zonal Quality Assurance Officers had a difficult time to convince the parents to open the school offices until they were accompanied by County Educational Officers, the administration police, the local chiefs of the area to dismantle the locked office.

### **Uncooperative of parents**

The head teachers and teachers of the sample schools noted the parents' lack of participation in the learning of their children. For instance, some parents never went to school on academic forums to discuss their children's progress. Others were reluctant to replace the lost text books as per policies and declined to complete classrooms which were under construction at the onset of FPE. The problem was compounded by following the MoEST directive which stated that FPE does not require parents and communities to build new schools. The government has stopped the building of the new schools and is encouraging communities to improve, refurbish and use the existing facilities such as community and religious buildings. Where necessary and possible, use locally available materials. The teaching staff felt that as a result of the directive, parents and communities were unwilling to put up additional classrooms to accommodate large pupil enrolment. This aggravated congestion in the available classrooms. The progress of any school depends largely on the support the head

teachers get from the parents through the school committee who speak for and on behalf of the parents. For this reason Mbiti (2007) emphasizes the need for school heads to work closely with school committees, respecting their opinions, listen to their suggestions and constantly seek their advice and support. Some school heads used participative leadership style to establish multiple ways of involving parents and community day to day running of the school. The study found out that schools where the head teacher had effectively rallied behind the support of parents and was trusted, their contribution towards schools development projects was evident. For instance, the school committee had renovated the classrooms using the money given for repair, maintenance and improvement. In addition they sought aid from the Constituency Development Funds to construct new classrooms to ease pupils' congestion. In some sub counties, head teachers approached PTA members who voluntarily contributed building materials such as cement and iron sheets.

### **Challenge of Management of pupil personnel**

The head teachers interviewed cited several challenges in they encountered in managing pupil personnel. These included placing pupils in appropriate class level, teaching, class management and discipline. These are explained in the following sub-sections.

#### **Placement of the enrolled pupils in appropriate classes**

Selection of new pupils and placing them in suitable classes was among the challenges head teachers and teachers experienced. The Ministry of Education in Kenya neither gave the admission criteria nor the age limit for admitting children who reported to school for the first time. Without prior procedures for assessing learning, it was difficult for teachers to determine the appropriate class level to admit the new pupil. Situational leadership was required to handle the conflict appropriately. For instance, a few head teachers and teachers held interview for new pupils to determine the class level; others just looked at the pupils' age and placed them in a class of similar age cohort. Teachers' reports indicated that some parents insisted that their children be placed in certain classes even when they were not intellectually capable for joining those cohorts. Consequently, teachers' ended enrolling over age pupils in upper classes who could neither read nor writes. Let us examine how head teachers used their situational leadership style to effectively manage the learning challenge.

#### **Management of new pupils learning**

The open admission policy or rather lack of admission criteria put the head teachers in dilemma. Teachers lacked operative measures for assessing the pupils' prior learning. Hence diverse groups of pupils comprising of drop outs, the over age pupils who had never attended school before and the continuing pupils were placed in the same class. The head teachers reported having encountered challenges in facilitating the designing a curriculum policy and activities for the enrolled overage pupils and the drop out since they lacked basic concepts. Although MoEST had suggested that head teachers create a class for overage pupils; that did not work in schools due to understaffing. Instead, they were all put together with the continuing pupils to do the same curriculum. Teachers reported that over age pupils rarely participated in asking or answering questions in class for fear of exposing

their weaknesses. Despite the above constraints, Olembo, Wanga and Karagu (1992) emphasize the role of the head teacher as an instructional leader and supervisor. She/he should, therefore, possess superior knowledge about curriculum and instruction and provide expert leadership in all areas of the school program. Similarly Ozigi (1995) concurs that the head teacher's primary responsibility is to see that pupils are receiving good instruction. He/ she should see that the program of instruction make adequate provision for varying interests, aptitudes and abilities of pupils. Special attention should be given to pupils with differing problems, who in this study are the low achievers. The researcher sought to establish how the head teachers managed to the designing of the curriculum challenge. The findings were that low performing schools, head teachers seemed defensive about their not catering for all pupils. They blamed external factors such as the government policy of no age admission, lack of parental support, over enrolment of pupils for their academic short comings. Most of the teachers in the affected schools felt that any attempts they made to carry low achievers along with others dragged behind the whole class and that delayed completion of syllabus coverage. Consequently teachers moved along with the bright ones. This impacted negatively on the whole school academic achievements since all pupils do the same national exams. Ashton and Webb (1986) quoted in Sergiovanni (2001) term such teachers as having low sense of efficacy. They believe that many students cannot learn and will not learn and there is not much they can do about it.

Head teachers and teachers from high performing schools took the over enrolment of mixed ability as a challenge and became anxious of maintaining their status of excellent academic performance. The school heads' strongly believed that all children can learn and empowered teachers to make decisions about innovative instruction. They devised strategies to cater for low achievers by grouping pupils effectively for instruction for a short duration. A variety of remedial learning opportunities was provided outside regular school days (weekends), tutoring after school hours. The low achievers were introduced to learning skills and materials before the following lessons. It aimed at sealing the gaps in learner's prior knowledge to reduce de-motivating failure experiences and the necessity for remediation for non-mastery pupils. The researcher inquired about skills introduced to low achievers that enhanced test score improvements in schools. The teachers in good performing schools reported that their head teachers asked them to take responsibility of instructional effectiveness. He demonstrated instructional leadership at emphasizing and maintaining higher academic standards by participating more fully in instruction. He also provided extensive coordination of instructional programs and designed a plan for resolving achievement problems in various subjects.

In improving schools teachers' reports indicated that useful subject and school wide meetings were regularly held outside teaching time. Teachers' interacted and discussed on curriculum implementation challenges and strategies for alleviating them. The school heads assisted teachers in setting clear school goals and learning objectives for all pupils including low achievers. One of the objectives cited by teachers was the improvement of study skills school wide. These included the basic work study habits, location and reference skills, organizational skills and specialized skills. Basic work study habits were aimed at helping the pupils to be more efficient learners. Teachers taught pupils good study

habits, for example, to find a best place for study at home such as a bedroom or a room set aside for study. Each pupil was asked to find a productive place that is neither uncomfortable nor too comfortable for studying. Location skills and reference skills assisted pupils how to find information in various reference resources. Teachers realized that many pupils did not know how to use the table of contents, glossaries in their text books and chapter summaries. Deficiencies in these skills were not attributed to low intelligence but lack of the experience hence needed guidance and instruction. The teachers observed that some pupils were unable to organize information that they were trying to learn and organize their thoughts better. Such diagnosis warranted attention as different teachers reported various strategies they utilized to alleviate the problem as explained by some teacher participants.

I first teach pupils the underlining skill whereby they highlight the most important key points or ideas encountered during the reading that can be tied together as summary of what the author is trying to put across. After mastering the underlining skill, I then introduce an outlining skill that requires the pupils to recognize the main ideas treated in the passage as well as the supporting details, examples and reasons that are related to the main ideas.

#### **Another teacher added:**

I also introduce to the learners the skill of note taking where pupils are required to listen, analyze, interpret and synthesize while writing and give relevant examples to clarify their ideas. Pupils do private study and make notes hence the need to be conversant with the skill of reading note taking. As they, read they identify key points of the writer and convert them to their understanding. It includes putting down the pages where they got the information so that they can refer to them later.

The concerned teachers felt that pupils needed these skills because lectures which are not well organized make note taking difficulty and creates problems in learners because they don't want to miss relevant points. When they do it, they tend to give up and withdraw from putting down points that are put across.

#### **Dealing with difficulty students in the 21<sup>st</sup> Century**

Research studies and best practices have shown that traditional disciplinary procedures that emphasize negative reinforcement do not bring out the students desired learning outcomes. Instead they aggravate anti-social acts such as riots, strikes, truancy and school drop outs (Etisi, 2012). For instance, suspensions from schools do not change the student attitude to work hard; instead it deteriorates students' performance since they miss lessons. It also causes more frustrations and demoralization emanating from failure of assessment. There is need for a paradigm shift in the way teachers, parents and school heads administer discipline to students in a current society if it has to foster desired behavior. Most researchers in education have analyzed and examined both preventive and corrective discipline and have come to a consensus that an effective discipline system ensure safety to students, teachers and create a conducive learning environment. We need to change our attitude from discipline to moral formation to enable students make appropriate choices in a loving atmosphere and take responsibility of their lives. Mentor students to move away from fear of authority to self-control;

from fearing consequences to owning their actions; from avoid getting caught to openness; from immaturity of character to understanding. School leaders, teachers and parents need to talk to the students' heart and give them orientation about life challenges. We are bearers of hope in the students hopeless situation by helping and mentoring them to resolve problems from within, speak well of their good actions and mould their self-direction to learn from their mistakes. School leaders need to delineate themselves from ineffective stereotypes and traditional leadership styles to adapting contemporary leadership styles of managing institutions and people.

- The schools today need to bring out clearly the values they are standing for and role model those values and virtues for the students to emulate. The principal life and leadership style is the source of 'purifying water', woe to him/her if the source is itself polluted
  - Keep on finding out what is ailing or going students' life and respond to it appropriately. This calls for teachers to be in touch and keep abreast with what is happening, update ourselves, sharpen our leadership skills and defend goodness.
  - Improve the capacity of learners by encouraging goodness and excellence. Form the students hearts to reject corruption and tribalism; promiscuity and pornography; radicalization and hatred, dishonesty and exam cheating, drug abuse and violence
- Create school culture of respect and courtesy, honesty and truthfulness, of diligence and hard work; of forgiveness and justice. It's time to form by inspiring not domineering
- Involve students to develop and review discipline programs to as to create a sense of ownership and belonging. Delegate authority to teachers and student leaders to handle routine class room problems

### Correcting students' misbehavior

Studies indicate that teachers open criticism or public reprimand of the student in class can provoke resentment and hostility not to only the culprit but the entire class as well. Such methods of verbal shaming invite resistance, retaliation and rebellion in students whereby some students can express resentment openly creating a strained relationship with the teacher. To overcome the situation, Gordon (1974) has provided teachers with a model of communication that minimizes conflicts

- Actively listen to what the student who is experiencing problems saying to convey empathy and understanding, then help the student to find solutions
- Listen to the student's perspective and respond in ways that maintain a positive relationship that encourage further discussion. This can be done by naming the feelings of the student, rephrasing students words, assist the student to deal constructively with emotions. This is likely to avoid power struggle in a classroom
- Use no lose approach to problem solving to get a solution where both the student and teacher emerge as winners
- Use non verbal signals of disapproval focus disruptive students who are not paying attention e.g pause and look at them, walk around the class while teaching and stop near their seats. This will make them know that they are being followed and focus on learning activities

- Meet with the student outside the class to identify the problem, look for possible solutions and ask the student to try it out. Make follow ups to ensure success, then praise the student for the achievement
- Handle students misbehavior promptly to discontinue it without overreacting using a calm reasoned tone to minimize confrontation

Recent studies have shown that emotional intelligence is a trait that indicates effective leaders (Goleman, Boyatzis & Mckee, 2002). This is the ability for head teachers to be able to motivate themselves, to persist in the face of difficulties, to control impulse and delay gratification, to keep distress from interfering with their ability to think and empathize with others. It is through better administration that head teachers retain better teachers, become more professional and hardworking students doing quality work. Some school heads today still manage teacher as in ancient time's boss management which is coercive and this creates strained relationships, managing for quality means non coercive at times

### Ways of improving Head teachers Leadership Strategies

This was the third research question where the participants suggested diverse ways of organizing in service training (INSETs), provision of adequate teaching and learning materials.

### Regular attendance of in-service training

The MoEST should design programs to enhance the head teacher's personal competencies for effective leadership in managing FPE in today's schools. Equip them with knowledge and skills of formulating clear policies, achievable learning objectives as well as creating a conducive environment to enable the staff and the pupils to experience academic success. Other courses suggested include programs of human resource management in education to be equipped with skills dealing with diverse groups of people. Administrative skills including problem solving, negotiation, self management as well as large class management practices. Head teachers felt that they needed competencies in the management of curriculum and instruction. They, therefore, advocated that the in- service teacher education should include following areas.

- Ability to assist teachers to interpret and implement the infused subjects in the curriculum.
- Ability to encourage teachers to take leadership roles in the improvement of the curriculum and instruction
- Strategies for monitoring pupils' academic progress on regular basis. In particular incorporate strategies for setting expectations for the entire schools and a checking system to ensure that they are met
- Techniques of identifying instructional needs and setting of priorities. For instance, on how to determine the effectiveness of the teaching methods and materials
- Need for more knowledge on instructional leadership and be equipped on how to conduct clinical supervision

### Increase the teaching and learning materials

Here some head teachers used participative leadership style to generate ideas from teachers and students on how to effectively address the issue of textbooks. They held forums where both teachers and head teachers agreed that the unused

land can be cultivated to plant vegetables. The income generated could be used to buy textbooks to supplement the government grant. Teachers argued that these would enable individual pupils to access textbooks all the time for practice and self study.

### Way Forward

- Head teachers to arrange staff development workshops to assist teachers improve their class management and discipline skills
- Provide teachers with awareness of the needs of different types of students and ways of alleviating those needs
- Create guidance and counseling office to advise the misbehaving students
- Create in school programs to support, guide, and plan for change and opportunities for building new skills to improve individual students' behavior and increased school order (Doyle, 1989)
- Organize training and support for parents on good parenting style to enhance communication with their children about expectations in school

### Conclusion

Different turbulent situations call for adaptation of a unique leadership style. It is the responsibility of the administrator to match the situation with appropriate leadership style. Challenges that hinder head teachers range from inadequate management skills, to management of pupils and the staff. Holding workshops to equip school leaders with updated knowledge will enhance their skills of managing conflict. In order to manage turbulent situations effectively we must have a paradigm shift in the way we discipline the students if they are to attain the desired behavior. Deep mentorship is needed whereby head teachers, teachers and parents have to revise their paradigms to apply a 'heart software application' to form the hearts and minds of students inside out. School leaders need to lead by example, inculcate and live virtues of mercy to be emulated by the students. Effective school leadership is needed to reduce violence and other disruptive behaviors in our schools.

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