

# Leadership Practices of Mobile Educational Programmes: Marsabit County Communities Experience

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**Abstract:** - The purpose of this study was to examine stakeholder's strategies in provision of mobile educational Programmes among pastoralists' communities'. The study was guided by the following objective, to investigate the school leadership practices of mobile educational programmes in managing the mobile education programmes in Marsabit County. The study was guided by organization theory advanced by Royston, 2016. The study adopted a mixed method research design. The sample population of the study was head teachers, teachers, Sub-county education officers, school Management Committees, Politicians and mobile learners. According to the findings the professional training such as Leadership training, report and record keeping, curriculum delivery in early grade, public human relations, communication skill, SMC training on management, literacy and numeracy in low grade, resource management and utilization were undertaken by stakeholders. The study recommends that government should establish a Research Commission for Nomadic Education under the Ministry of Education whose mandate will be to promote the best possible solution to ensure that all nomadic children access and complete formal primary education

**Key Words:** Leadership Practices, Mobile, Communities Experience

## I. INTRODUCTION

The study by Ojo and Olaniyan (2008) asserts that leadership has become a very complex phenomenon because of the complexity of industrial, social or political organization, globalization and technological advancement especially information technology. Research on stakeholder's strategies in provision of schools programmes affirms the crucial role and training a leader's play in establishing management and monitoring quality schools for all learners. The roles of managers are planning and conducting various educational programmes meetings, General supervision of programmes activities, Coordination and controlling of instructional programmes, dealing with daily financial operations and Organizing and directing seminars for the staff as a way of staff development.

Leadership is the moral and intellectual ability to visualize and work for what is better for the organization and its employees. Hence a good Manager is one who has the ability and capable of persuading others to move enthusiastically

towards the achievement of the organizational goal (Egwuonwu as cited in Ojo & Olaniyan, 2008). Mobile educational programmes stakeholder's managers should effectively and efficiently plan, organize, coordinate, supervise, direct and control staff, learners, school climate, culture, curriculum, instruction and financial management of alternative educational programmes is a way that will produce positive outcome. According to the Institution of Educational Leadership, school administrators must rally on all stakeholders including learners around the common goal of raising school effectiveness (Njoroge, 2005).

Lunenburg (2010) asserts that each school has a single administrative officer, who is responsible for the school operations. Although functions vary by location and size, the managers are primarily responsible for administering all aspects of school's operations. Lunenburg further analyzed what principal/managers do by examining their job from number of perspectives such as: leadership functions, administrative roles, management skills, task dimensions and human resources activities. In Kenya the Education Master Plan 1997-2010 (Republic of Kenya, 1998) conceptualizes school planning in terms of human resources, curriculum and financial resources. The quality of education cannot be achieved and sustained if resources and facilities are not available in sufficient quality and quantity (Haggis & Sheila, 1991). Roles and contributions of stakeholders in management planning participation of stakeholders in strategic planning is important for the plan to gain acceptability and support in the management of implementation of mobile educational programmes phase, Stakeholders perception, participation encourages everyone in the organization to work harder for their benefit and hence for the benefit of the organization (Lichtenstein, 2000). Hence, this study has considered most of these perspectives to find out how mobile educational programmes are managed in semi-arid environment of Marsabit county.

### 1.1 Statement of the problem

The Kenya government through Universal Primary Education (UPE), Free Primary Education (FPE) 2003, Education For All (EFA), 2005, formation of the National Council for Nomadic Education in Kenya (NACONEK), 2013 and

Millennium Development Goal (MDG) that should be attained by Sustainable Development Goal (SDG), Kenya vision 2030 programmes put a lot of effort in provide quality education to it citizen through professional leadership training and management practices to its stakeholders. While notable achievements were recorded across the country still the education curriculum implementation is not meeting the needs of pastoralists communities; poor access, drop out , early pregnancy, early marriage, pastoralist conflict that affect children ( Clemon and Yoyt 2004, Ngoroge, 2005 Elimu New Issues No.5,may 2015). The stakeholder faces a lot of management challenges in provision of quality of mobile schools educational programmes on curriculum implementation. Majority of pastoralist's communities do not put much value in education as evidence by never attended school at total to 61,318 out of 75,296 people of North Horr sub-county, Marsabit County (Kenya National Housing and Population census (KNHPC), 2009). Therefore, the study is to investigate the stakeholder's strategies to provide quality mobile educational programmes for nomadic pastoralist communities of Marsabit County.

### 1.2 Specific Objectives of the Study

To examine the school leadership practices of mobile educational programmes in Marsabit County

### 1.3 Research Questions

What are the school leadership practices that stakeholders of mobile educational programmes engage in as they carry out their roles in Marsabit County?

## II. RESEARCH METHODOLOGY AND METHODS

The study adopted constructivism as its epistemological perspective. Constructivism is a paradigm based on observation and scientific study about how people learn. It states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Constructivist stakeholders encourage learners to constantly assess how the activity is helping them gain understanding. It refers to looking for

understanding embrace multi perspectives. Looking at the whole design is emergent. The following methods can be used in constructivism: It is a paradigm of research in which knowledge is not regarded as an insight into some objective reality, but instead constructed by human through social interactions. Management philosophy is a sets of beliefs used by an individuals in management position to guide the decision making process. It is a set of standards and moral codes that are critical in nature geared towards helping individuals and institutions manage themselves and their affairs for the purposes of goal achievement. The purpose for developing an educational philosophy is to reflect on and improve the stakeholder's management of mobile educational programmes (Creswell, 2012). The way a manager views workers, learners and communicate with them affect their behaviors .Stakeholders strategies in provision of mobile educational programmes can set the foundation for a positive work climate and influence a manager's approach to improving mobile educational programmes. Constructivism was used because the researchers relied on participant's view of the situation being studied.

## III. FINDINGS AND DISCUSSION

This section sought answers on the leadership practices of mobile education managers. Items here seek to find what activities stakeholders actually put in place as daily routine so as to be committed to their leadership roles for effective management of a mobile educational programme in the county. The questions contained in this section include Leadership activities, the constancy of the practices, and involvement of the stakeholders and how they were involvement by mobile educational programmes stakeholders.

### 3.1: Leadership Activities of the stakeholders

The study sought to find out the activities stakeholders engaged on that enable them carry out their duties comprehensively. Data was collected on the same; analyzed data from the field is as presented in Table 1.

Table 1: Distribution of Leadership Practices of the Stakeholders Activities.

Stakeholders activities	Head teacher		Teachers		SMC		SEO		Politicians	
General supervision of programmes	25	100	22	88	12	48	4	100	4	100
Activities Dealing with financial operation	22	88	20	80	3	12	4	100	4	100
Coordination of instructional programme	20	80	25	100	2	8	4	100	-	-
Planning and conducting various programme meetings	25	100	25	100	8	32	4	100	-	-
Coordinating and directing seminars for staff	22	88	24	96	8	32	4	100	-	-

From Table 1, it can be observed that all the head teachers engaged effectively on supervision and 85.7% of teachers also agreed. This indicates that supervision of programme activities is taken serious by the stakeholders. Although, this

does not agree with the researchers observation and the information from learners interview where 68% of the learners purported that they do not know who their center head teachers was and expressed the need for regular

supervision of both learners and teachers activities. This concurs with Lydiah, (2009) findings that head teachers from high performing schools supervise teachers and students work and ensure that all departments had enough teachers.

Further, two of the head teachers and 28.6% of teachers indicate dealing with financial operations. This indicates that there was no adequate fund for the programme. This does not agree with Mbiti (2008) findings which recommended that there should be proper funding of education by the government, non-governmental organizations and well-wishes stakeholders because according to the study, no meaningful management can take place without adequate funding. Table 1 shows that all the head teachers and 71.4% of teachers indicated coordination of instructional programme and planning and conducting various programme meetings as leadership activities. This indicates that head teachers are committed to planning for the programme activities including conducting meeting with different stakeholders where matters concerning the programme are discussed. Concerning coordinating and directing seminars for staff, two of the head teachers and 57.1% of the teachers indicated it as among the activities stakeholders engaged on. Although head teachers perform such activities, the findings depict that head teachers did not give the much needed attention to it as they should be given its inevitable role in mobile educational programmes.

The respondents besides the above named leadership activities added through further probing, interview and observation that stakeholders should initiate income generating activities for learners. Majority 85% of the respondents were of the opinion that there should be project for every center to enable them solve their financial problems and also as a means of enhancing collaboration between the programme and the community.

Quoting from one of the head teachers:

*"There is an inadequate fund for the programme but should we have the support of the programmes providers to initiate income generating project it will go a long way to solve some of the programmes financial problems including purchase of important teaching and learning materials".* **Field notes, 23/4/2019.**

### 3.2: Frequency of Stakeholders on Leadership Practices Activities

The study further sought for information on how often stakeholders carry out these activities in different centers. Data were collected and analyzed on the same and the results are as displayed in Table 2.

Table 2: Distribution of Stakeholders Respondents on the Leadership Practices Activities.

Stakeholders activities	Head teacher		Teachers		SCEO		SMC		Politicians		Learners	
Once in a month	15	60	4	16	-	-	2	8	-	-	-	-
Once in a	8	32	18	72	4	100	20	80	-	-	2	64
Once in a year	2	8	3	12	-	-	3	12	4	100	15	30
Daily	-	-	-	-	-	-	-	-	-	-	3	6
<b>Total</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>50</b>	<b>100</b>

From Table 2, it shows that each of the head teachers carry out the activities differently. This reveals that there is no consistency in the manner at which some head teachers carry out their responsibilities. More worrisome is to realize that a head teachers supervises the centers only once in a year as indicated in Table 2 above. This definitely revealed that head teachers did not carry out their activities as regularly as they should and this affects the progress of the programme.

On the other hand, 72% of the teachers and 64% learners indicated that stakeholder's leadership activities were carried

out ones in a term in their centers. It is sign that some stakeholders are more committed than others. This is also an indication that some centers are more quality standard than their counterparts.

### 3.3: Involvement of Stakeholders

The study was interested in finding out whether head teachers involve stakeholders in carrying out the programme activities and how do they involve them. Data on the same was collected. The analyzed data from the field is as presented in Table 3

Table 3: Distribution of Respondents by Involvement of Stakeholders

Stakeholders involvement	Head teacher		Teachers		SCEO		SMC		Politicians		Learners	
<b>Yes</b>	20	80	20	80	4	100	15	60	4	100	7	14
<b>No</b>	5	20	5	20	-	-	10	40	-	-	43	86

The Table 3 above reveals that all the head teachers involve stakeholders in the running of the programme. This indicates that all the stakeholders were represented in major decision-makings regarding the programme. However, interviews with the learners and observation proved otherwise. Lydiah, (2009) reported that the management of mobile performing centers encouraged teamwork as one of the secret of their success especially YaaSharbana, YaaOdholo, YaaGaara, YaaAlkanaYaaGalbo and Isogorgoso mobile center. It therefore means that head teachers of mobile educational programme in this area should work harder to establishing teamwork where ideas and experiences of other team players are welcomed and respected.

Further, 80% of the teachers agreed that stakeholders are involved in provision of the programme and management but just a few 20% of the teachers denied involvement of other stakeholder in running the programme. Therefore care should be taken to avoid exclusion of any member representative in

decision making at different levels to enable collaborative effort and responsibilities. Table 3 also indicated that the sub county educational officers and Politicians involved in provision and management of mobile educational programmes. Table 3 also revealed that majority 86% of the learners indicated that they were not involved in the programme activities due to age. From the response gathered during interview with the learners, one of them shared: "we are not involved in the planning of any programme activities but we take initiative to organize ourselves to learn."

### 3.4: Level of leadership Practices According to the stakeholders

This study sought to find out the extent at which stakeholders practice the listed leadership activities. Data collected on the same were analyzed and presented in Table 4. This indicates that all the stakeholders were represented in major decision-makings regarding the programmes.

Table 4: Distribution of Leadership Practices from the stakeholders' Perception (n=83)

Items	VE	E	I	VI	FE
Plan schedules for meeting with stakeholders	32 38.6	35 42.2	9 10.8	5 6.0	1 1.2
Encourage patriotic behavior among learners	48 57.8	16 19.3	7 8.4	6 7.2	4 4.8
Ensures presence and punctuality of teachers and learners	53	16.9	8 9.6	1 1.2	3 3.6
Acquisition of relevant teaching materials	55 66.3	12 14.5	12 14.5	- -	1 1.2
Induction of new earners/teachers	44 53.0	13.3	6.0	3 3.6	- -
Effective regular communication With other stakeholders	33	36.1	10.8	4 4.8	3 3.6
Encourages school Community relations	42 50.6	16 19.5	20 24.1	2 2.4	- -
Maintains respect and confidence among learner	60	20.5	12	2 2.4	2 2.4

The findings as shown in Table 4 above indicates a general agreement among the Head teachers on the different activities, they are involved in order to improve mobile educational provisions and management. Concerning encouraging school community relations, all the head teachers indicate that they encourage positive Centre climate. Encouraging school community relations is a sign that head teachers involve other stakeholders in running the programme. However, none of them was very effective in doing that as Table 4 indicated. This is a sign that there is need for head teachers to improve more on enhancing school community relations. Sub county educational officers can do this by involving learners and community leaders more than before through regular meeting as that will definitely affect learners' participation positively since learners learn better in a friendly environment.

Again two of the head teacher indicates that they encourage patriotic behavior among learners, ensures presence and punctuality of teachers and learners. This indicates that some of the stakeholders are commitment to their job and that is a

sign that some mobile educational programme are performing in the county. Regarding acquisition of relevant teaching materials, 63.3% of the stakeholders are very effective in providing materials required. This is very agreeable with the responses from most of the respondents that there is acute shortage of teaching learning materials.

On the other hand, it is very unfortunate that 53% of the stakeholders show that they are fairly effective in induction of new learners and teachers. This indicates that there is no proper classroom instruction and learning in some Mobile Educational centers. There is also the issue of 39.8% of stakeholder being fairly effective in communication with other stakeholders. Communication according to Mbiti (2008) mean the method used to let others know what is taking place and when such a thing is taking place. It therefore, indicates that without communication, it will be impossible for mobile education stakeholders to run effective activities of the programme.

Furthermore, all the 50.6% of the stakeholders indicate that they are very effective in encouraging school community relations. This contradicts with the same Table 4 where majority of the head teachers indicated that they are not very effective in communication which is the life-blood of any successful organization. Other stakeholders show that they are effective in maintaining respect and confidence among learners while one indicated fairly effective on the same. This reveals that some of the stakeholders are not carrying out their responsibilities as they ought to. This calls for urgent overhauling of procedures for implementation of programme activities by the Ministry of education.

#### IV. CONCLUSIONS

According to the findings, there are leadership practices that enable the managers to achieve their role and these include general supervision of the programme, dealing with finance operations, coordination of instruction and directing of seminars for the staff and planning for programme meetings. The managers are also expected to initiate income-generating project. The frequency of these practices is revealed to be mostly once in a month by majority of the respondents. It also revealed that head teachers involve stakeholders in the running of programme activities. There are other internal practices of stakeholders indicated by the study to be more in practice by the head teachers than others and they are encouraging Centre community relations, encouraging patriotic behavior among learners, ensure presence and punctuality of facilitators and learners, maintenance of respect and confidence among learners and planning of meeting schedules.

#### V. POLICY RECOMMENDATION

The government should establish a Research Commission for Nomadic Education under the Ministry of Education whose mandate is to research and promote the best possible solution

to ensure that all nomadic children access and complete formal primary education. The commission for Nomadic Education will only succeed if funded well by the GOK and other donor agencies is given space and independence to work towards improving nomadic community access and completion.

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