

THE LEADERSHIP PRACTICES OF A NOVICE HEADTEACHER IN A PUBLIC PRIMARY SCHOOL IN KENYA

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BACKGROUND OF THE STUDY

- The Kenyan educational system classifies basic education institutions as either government-run public or individual/faith-based-run - private schools.
- The management of all public schools is through the Ministry of Education, Science, and Technology (MoEST) (Republic of Kenya, 2013, 2015).
- According to the Basic Education Regulation, 2015 (Republic of Kenya, 2015) school leaders are referred to as heads of institutions.
- All heads of institutions exercise delegated authority of the Cabinet Secretary, MoEST, as accounting officers for the institutions (Republic of Kenya, 2013).

PURPOSE AND SIGNIFICANCE

- The overall purpose of the study was to investigate the leadership practices of novice headteachers in their initial two-year phase of appointment.
- Explore how the challenges influence the themes of quality leadership roles enacted by the novice headteacher in the day-to-day instructional programs.
- Unravel the causes of the challenges and the mitigation strategies employed by the novice headteacher.
- Provide a rich and robust understanding of the successes and achievements of the novice headteacher amidst a myriad of challenges while enacting the leadership roles.

RESEARCH QUESTIONS

- a) What leadership roles do a novice headteacher plays in a school?
- b) What challenges does the novice headteacher face while enacting leadership roles?
- c) What are the causes of the challenges the novice headteacher face in their initial phase of appointment to headship?
- d) What strategies does he/she employ to mitigate the causes of the challenges?

RESEARCH DESIGN AND METHODOLOGY

Qualitative Research Approach

- The qualitative method involves insightful data gathering, analysis, and interpretation of comprehensive narrative and non-numeral evidence

A Case Study Design

- A case study as an empirical inquiry, helped to investigate the contemporary phenomenon within a novice headteacher in a real-life context (Yin, 2009).
- In this study, a single case study, where the novice headteacher is the case, was employed

Purposive Sampling

- The sampling was undertaken in consideration of specific needs, purposes as well as background information from the site.
- Participant – Novice headteacher, Teachers, BoM members, TSC staffing officer

Data Collection Methods and Procedure

- Interviews
- Observation/participants shadowing
- Focus Group Discussions

Data collection and Collection Tools

- Interview guides
- Observation protocols
- Digital recorders

DATA ANALYSIS PROCEDURES

- A verbatim transcription of all the data gathered
- To avoid corruption of the evidence (Bogdan & Biklen, 2007; Grbich, 2013).
- Coding began by setting the initial codes and memoing of the reflective thoughts .
- Setting the initial concepts of the evidence was through open coding to allow consideration of the data in minute detail by reading and re-reading the initial codes that appeared in the data from each reading (Punch & Oancea, 2014).
- Open coding allowed for the reorganization of the original concepts that appear from reading each of the lines of the transcript and labeling them into codes.
- Open coding was to dissect the data to open the theoretical possibilities (Creswell, 2013; Mack & Woodson, 2005).

RESULTS AND DISCUSSIONS

Leadership Practices

- Establishing goals and expectations
- Understanding and developing people
- Redesigning and aligning the organization
- Improving and participating in teaching and learning (Leithwood et al., 2008)

Challenges

- Lack of finance and financial management
- limited support from parents and the school community
- internal rivalry and inadequate teacher support

Causes of the Challenges

- Lack of proper pre-service leadership training
- Lack of induction and in-service
- Leadership styles of the novice headteacher
- Leadership styles of the predecessor
- Peer rivalry (internal)
- External influence – parents, community, politicians,

Mitigation Measures

- Enrolled to in-service courses - Leadership
- Partnership with stakeholders
- Soliciting funds for funding

RECOMMENDATIONS AND CONCLUSION

Recommendation

- The TSC and MoEST need to ensure that the review of the primary teacher education curriculum incorporates leadership and management units.
- Further studies on the topic in the future

Conclusion

- Enactment of the leadership roles in a public primary school.
- Challenges novice headteachers face and measures to mitigate the causes of the challenges faced.

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