

Teacher Training and Management of Schools: An overview of practice in Kenyan Institutions

L.M. Ngesu and Tom Ndege

Abstract

The purpose of this study was to identify the quality of teacher training on school management in Kenya. The term school management was used to denote the skills used by education managers to coordinate, direct and control the school programmes and to ensure that the goals of the school have been achieved. Among the objectives of this study was to determine the main characteristics of teacher education in Kenya with particular emphasis on the nature and location of any obstructions; offer suggestions for removing the blockages and recommend a number of projects to ensure uninterrupted motion along the education training and development in Kenya.

Introduction

Human beings, unlike bees and ants, are not born with social instincts. Men become 'human' by learning the culture that surrounds them. Every society has to educate its young. In simple societies, there is little formal education, although religious rituals and simple medicine are taught by deliberate instruction. In such societies the young acquire the culture of the society by observing and imitating their elders and the educational process is part of the wider socialization of the young.

In modern industrialized societies the educational institutions have become differentiated (differentiation means the extent to which one social activity has become separated from others) from other aspects of socialization. Hence, the child in modern society receives formal education at school complemented by informal socialization through the family and peer groups to which he belongs.

The education enterprise in Kenya is not under a single institution but spread within a number of Ministries and other government departments. Even within the Ministry itself, there are divisions, departments and specialized agencies which have not always co-ordinated their work very well

The teacher plays a very vital role in ensuring the success of his students during examinations. This success can be attributed to the teacher's preparedness which would enable him execute his duties expertly (Moyana, 1991). During their training, teachers are usually asked to employ professionalism in carrying out their duties (Martin, 2008). Proper school management and preparation for teaching are included in these aspects of professionalism. Teachers are therefore faced with situations in which more efficient and effective school management requires new and improved skills, knowledge and attitudes to cope with a wide range of new demands and changes. It is thus necessary to provide the school managers with the necessary skills, knowledge and attitudes through teacher training programmes.

The Concept of Teacher and Teaching