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Editor-in-Chief

EDITOR'S NOTE

The African Research Journal of Education and Social Sciences is a scholarly peer reviewed online quarterly journal. The journal critical contribution is skewed to bridging the research gap in the fields of Education and Social sciences in Africa's context.

I am delighted to present to you the Volume 2 of the African Research Journal of Education and Social Sciences. This volume is another notable step towards the provision of a platform for more students of research and scholars and practitioners to extend their knowledge boundary and bridge the research gap.

This volume comprises five research articles. The articles touch educational issues such as guidance and counselling in schools, school improvement strategies stressing on the need for stakeholders in schools to realize development plans and principals' Instructional Quality Assurance Role for quality education. Further focus lies on business management with highlights on the aspect of resistance to change in the context of stock exchange security industry. Social issues are also examined in relation to the benefits of Home Based Care of HIV and AIDS patients.

We at ARJESS hope that the covered articles will go a long way towards informing the development of sound strategies not only in education but also in business and social spheres.

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Contents

Approaches to Guidance and Counselling and its Benefits to Youth	1
Challenges of Managing Resistance to Change in Kenya’s Securities Industry.....	8
The Process of Developing a School Improvement Plan.....	20
Constraints to the Principals’ Instructional Quality Assurance Role in Public Secondary Schools in Kenya	27
Components, Practices and Benefits of Home Based Care of HIV and AIDS Patients in Kenya: Butula Local Community’s Perspective	35

Approaches to Guidance and Counselling and its Benefits to Youth: Kenyan Urban Experience

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Abstract

The role of Guidance and Counselling in society today is a vital tool for the empowerment and liberation of youth. However, its benefits in relation to its potential in youth empowerment have not fully been tapped. The main aim of this study was to examine the approaches used in Guidance and Counselling among the youth in one youth vocational training institute in urban set up in Mombasa, Kenya. The study further sought to establish the benefits of Guidance and Counselling among the youth in the institution. Mixed research design was used in the study. The design was found appropriate since it allows use of both quantitative and qualitative approaches. The sample included Forty students, and two counsellors. In total, there were forty-two respondents. Random and purposive sampling procedures were employed. Random sampling procedure was used to collect data from youth while purposive sampling procedure was used to arrive at the youth counselors. Questionnaire was used to collect data from the youths who were the key respondents in the study. Interview guide on the other hand was used to collect data from the youth counsellors. The collected data were analyzed using both quantitative and qualitative approaches. Quantitative data from the youth questionnaire were analyzed with the help of SPSS and presented using descriptive statistics. Qualitative data collected with the help of interview guide were analyzed using a qualitative data analysis technique and reported in a narrative form. The study revealed that the key approaches used in Guidance and Counselling among counsellors in the institution included listening, empathy and unconditional acceptance approaches. Further, the study established that Guidance and Counselling is an important youth empowerment tool, which is beneficial to the youth in terms of creating self-awareness, promoting good relationship and improving self-esteem. The study recommends training of more youth counsellors at institutional and community level and promotion of peer guidance and counselling programs which have potentials of building a strong youth counselling foundation upon which many other well-grounded benefits can be realized.

Keywords: Youth Guidance and Counselling, Youth counselling approaches, Youth counselling benefits, Youth Empowerment, Plight of youth, Youth issues

1. Introduction

The growing number of social problems affecting the lives of African youths has been a great concern among the educators. This has led to a determined approach towards making their education systems play a much more active and positive role in promoting the growth and development of the young people entrusted to their care (Lomofsky & Lazarus, 2001).

Beekman (2008) points out that youth are the backbone to a sustainable development of a nation. As such, nations ought to invest greatly on the issues affecting the young people in areas of nation building. Further, institutions ought to be put in place to ensure the young people's needs are put into perspective. Inglehart and Welzel (2005) broadly highlight that the ever growing complexity of society, coupled with social problems and the rapid development of science and technology, place heavy demands on education. The school, as an important social institution, is required to adapt quickly to changing patterns, and help prepare young people for tomorrow's challenges (Marx, 2006). The role of counselling in education set up provides a vital tool for the empowerment and liberation of the youth.

Etounga-Manguelle (2000) explains that the African society today has evolved from its traditional structures that addressed the ways in which people dealt with life. Traditionally, the passage of rite was understood and used to induct the young into adulthood. However today, the customs and formation of young people have been left to the media and peers. In our busy town life, parents have no close follow up of their children due to the emerging challenges facing our world today including poverty, single parenthood, drugs, unemployment, family conflict, divorce and many others. Since the youth are faced with numerous challenges, there is a need for accompanying counsellors in guidance and counselling framework to substitute the previous structures of the traditional setting (Friedman, 1990).

Amidst the changing trends and demands of the contemporary society especially in urban set up, the need for guidance and counselling especially for the youth has become paramount in order to promote their total well-being and facilitate the achievement of life aspirations. It is essential in youth development agenda to help youth to discover their identity and their place in the society in order to better their situation amidst rapid changes in society. Examining Guidance and Counselling approaches and its benefits could therefore help in providing the ground for the key interventions that can be adopted to help the youth to cope with the ever increasing demands of the contemporary society.

2. Methodology

Mixed research design was used in the study. The design was found appropriate since it allows use of both quantitative and qualitative approaches (Creswell, 2003). The design was useful in terms of leading to the findings that highlighted the approaches to Guidance and Counselling and its benefits to the urban youth.

The target population included students and counsellors in one selected Youth Vocational Training institution in Mombasa. The sample included Forty (40) students, and two (2) counsellors. In total, there were forty-two (42) respondents. Random and purposive sampling procedures were employed. Random sampling procedure was used to collect data from the youth while purposive sampling procedure was used to arrive at the two youth counselors.

Questionnaire was used to collect data from the youths who were the key respondents in the study. Interview guide on the other hand was used to collect data from the youth counsellors. The questionnaire consisted of three main parts. Part one covered background characteristics of youth including sex, age bracket, education level and employment status. Part two consisted of items on the approaches to Guidance and Counselling. Part three covered items on the benefits of Guidance and Counselling to youths. Interview guided gathered data on the background characteristics of the counsellors, approaches to Guidance and Counselling and its benefits to the youth.

The collected data were analyzed using both quantitative and qualitative approaches. Quantitative data from the youth questionnaire were analyzed with the help of SPSS and presented using descriptive statistics. Qualitative data collected using interview method were analyzed using content analysis approach and reported in a narrative form (Stake, 1999). This mixed approach played a complimentary role and enriched the analysis and presentation of the finding of the study.

3. Results

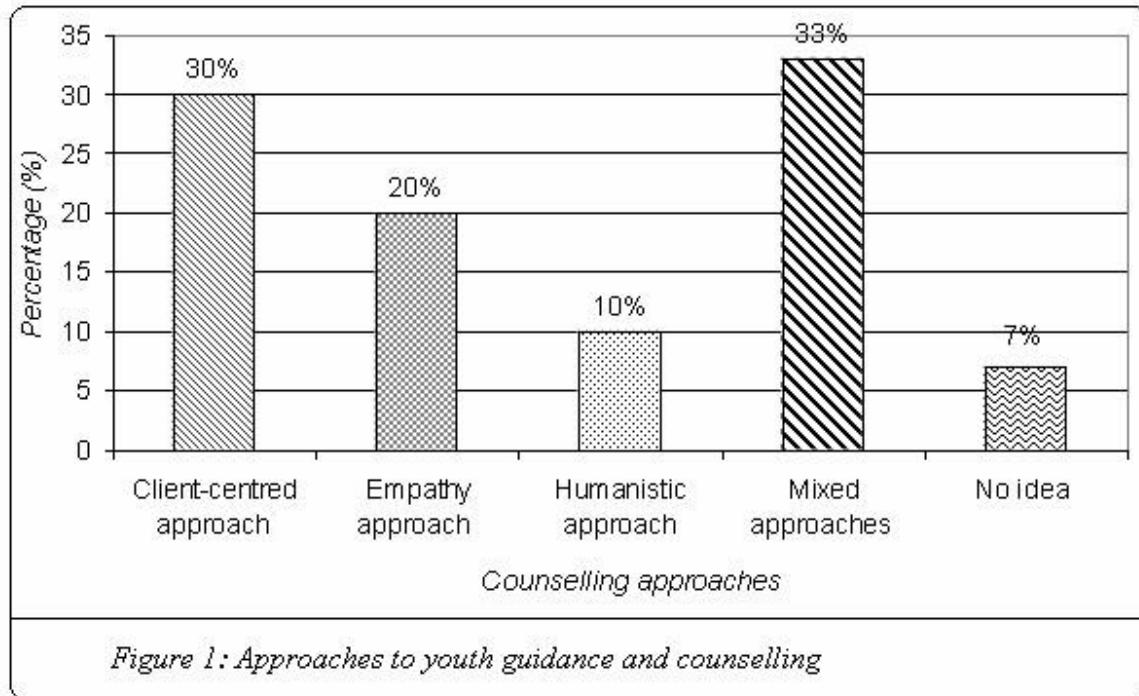
3.1 Demographic Characteristics of the Respondents

Distribution of the youth by sex showed that 52.5% of them were female while the remaining 47.5% were male. The study struck good representation of both sexes. Half of the youth were aged between 21-25 years; another half of them were aged between 26 and 35 years. Concerning education level, 50% of them had attained primary school education; 47.5% had secondary education. Only a handful of them, 2.5% had attained tertiary level education. In terms of job placement, only 19% of them had formal employment while 14.3% had temporal form of employment 66 % had no form of employment.

One of the counsellors was 32 years of age with a certificate in guidance and counselling while the other was 27 years of age with no prior counselling qualifications just appointed due to practical experience and familiarity in the area.

3.2 Approaches to Guidance and Counselling

The study sought to determine the key approaches that youth counsellors used in offering guidance and counselling in the study institution. The youth was asked to indicate which approaches their counsellors used. They were provided with the following approaches to choose from: listening techniques, empathy and unconditional acceptance.



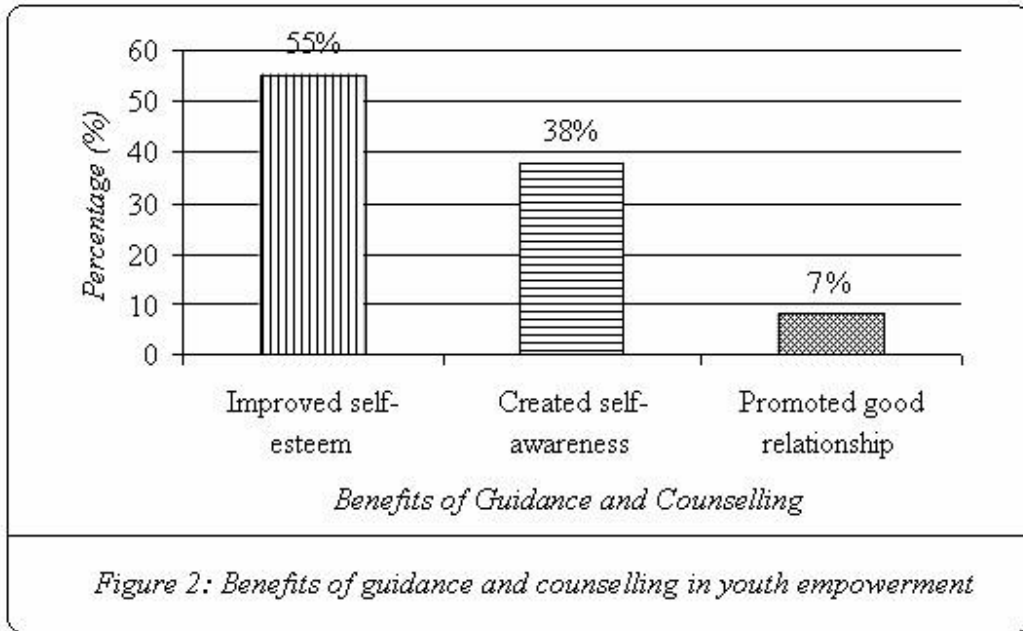
As shown by Figure 1, 30% of the youth who took part in the study, client-centred approach was used by the youth counsellors in the institution. Another 20% of them indicated that some youth counsellors used empathy approach. A few others, (10%) indicated that some counsellors used humanistic approach in counselling.

A third of the youth, (33%) indicated that the counsellors used all the three approaches among others which are commonly used in Guidance and Counselling. Only 7% of them indicated that they were not aware of the kind of approaches that are used in Guidance and Counselling.

When the Counsellors were interviewed, they pointed out five broad approaches that they mainly used in counselling the youth. These included client-centred, psychodynamic, humanistic, cognitive and behaviorists approaches. Person-centred approach, one of them went on to explain, is based on the ideas of Carl Rogers and is widely used with, and particularly suited to, young people because of its understanding of conflict between the ‘real self’ and the ‘self-concept’ and the positive experiences provided for clients through ‘empathy, congruence and unconditional positive regard.’

3.3 Benefits of Guidance and Counselling in Youth Empowerment

In order to establish the benefits of Guidance and Counselling in empowerment the youth, the youth were asked to point out the benefits of seeking the services. They were asked whether guidance and counselling: improved self-esteem, created self-awareness and promoted good relationship (See Figure 2).



Majority of the youth, 55% indicated that counselling improved their self-esteem and self-discovery. Slight over a third of them, 38% admitted that Guidance and Counselling created self-awareness thus providing self-mastery and confidence to counter life's challenges. The remaining 7% indicated that it promotes good relationship among their colleagues and cements relations among their families.

When the counsellors were asked about the benefits of counselling, they explained that the process of guidance and counselling was beneficial in the sense that it assisted the youth in the institution to focus on their particular concerns and development issues, while at the same time exploring solutions to addressing their life specific problems. The two counsellors also confirmed that through guidance and counselling, the youth in the institution were able to make career and life choices, cope with crisis and thereby able to work through inner feelings of conflict thus improving relationships with others.

4. Discussion

This study established that there are various types of counselling approaches that counsellors use in the counselling process. The key one as pointed out by the counsellors was client-centred approach. This approach is better suited to work with the youth since it a non-directive form of counselling and explores personal development issues such as relationships and other related life challenges ranging from abuse or coming to term with loss. However, this approach may not offer strategies for an individual to move on. Therefore transactional analysis which is an active directive form of counselling where the counsellor teaches the client the model of counselling and analyses the clients past, sometimes as far back as their childhood or REBT which is an active directive form of counselling where the counsellor teaches the client the model of

counselling and techniques that the client can use to change their irrational thoughts and replace them with more useful thinking can be adopted (Dryden & Mytton, 2005).

Guidance and Counselling is an important tool which serves a vital role in maximizing success among youth (Lapan, Gysbers & Kayson, 2007). Through Guidance and Counselling leadership and collaboration, urban youth counsellors promote equity and access to meticulous educational experiences and also create an environment safe for learning in safeguarding the well-being of all members of the learning institutions (Smith & Sandhu, 2004). Majority of the youth (55%), who took part in this study, indicated that Guidance and Counselling was indeed beneficial in the sense that it helped them to improve their self-esteem. This implies that sustained quality Guidance and Counselling remains a powerful youth empowerment tool that can boost youth's inner drive, sense of self-worth and meaning in life.

The findings of the study are consistent with observation made by other scholars about the benefits of guidance and counselling to youth. Hughes and Gration (2006) highlights the following benefits: youths are given solutions on how to deal with psychological problems which might affect their studies and are advised on how to cope with different situations facing them, it also helps with behavior change on youths with disciplinary challenges. It has also been found to help bridge the communication gap between the youth and the authority figures and most importantly providing an avenue for the youth to be guided on career choices and how to best achieve their goals. Sultana (2004) further adds that guidance and counselling help to build confidence and to empower individuals as well as making them aware of new career possibilities, including civic, leisure, learning and work opportunities and promotes the balance of life and work.

5. Conclusions

The study concluded the following:

Although the majority of youth who took part in the study recognized the benefits of counselling, lack of full grasp of its benefits can be an impediment to their very growth and realization of their potentials.

Client-centred approach to guidance and counselling is just but one of the traditional counselling techniques. Thus, there is need to employ contemporary well-mapped guidance and counselling approaches that can suit particular needs of an urban youth in higher institutions of learning.

The study recommends the following:

The counsellors to be capacitated through undergoing training on various youth counselling approaches in order to ensure that guidance and counseling is effective in helping the urban youth to address their issues

To re-map the traditionally defined guidance and counselling approaches used in institutions to suit the dynamics of youth in an urban set up today.

Promotion of peer guidance and counselling programs which have potentials of building a strong youth counselling foundation upon which many other well-grounded benefits can be realized.

Learning institutions in the urban setting to set up self-awareness programs through which urban youths can find an avenue to discover their inner selves and potentials that lie deep within them.

5.3 Recommendation for further studies

Since this study was limited in its scope, another study could be undertaken to examine the role of guidance and counselling for the youth in a rural set up in a developing economy's perspective. Such a study could respond to the question of "what is the implication of guidance and counselling for a youth in a rural set up in a developing economy?"

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Challenges of Managing Resistance to Change in Kenya's Securities Industry: Lessons from a Developing Economy

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Abstract

The main purpose of this research was to examine the challenges faced in managing resistance to change with reference to a securities industry in Kenya. The research employed a descriptive research design. The sample consisted of six (6) top level managers of the institution and forty-two (42) members of support staff. In total, there were forty-eight (N=48) respondents. Census method was used to arrive at the sample. This was to ensure inclusiveness. Questionnaires and interview guide were used to collect data from the respondents. Quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire were coded and entered into the computer for computation of descriptive statistics with the help of SPSS (Statistical Package for Social Science). The research showed that there are certain mindsets that negatively influence the management of resistance to change. Some of these mindsets include but not limited to disengagement, misidentification and disenchantment. The research also revealed that lack of effective communication among the managers and employees as another factor that affected the management of resistance to change. Lack of adequate resources also hampered the staff members from accepting change at the institution. The research recommended that the institution's management to develop a sense of good relations with the employees and ensure that effective communication between them ensued; the management to also encourage employee development in the change process. The research also recommended the management to actively engage the employees in the change process and to introduce the aspired changes in phases.

Key words: Resistance Management, Resistance to Change, Managing Resistance to Change, Resistance Management Challenges, Change Management, Employee Resistance

Introduction

Change is inevitable; it remains the only constant reality (Smith, 2004). In order to adapt to the demands of clients and the general market, organizations as well as individuals are forced to undergo various changes (Nilakant & Ramnarayan, 2006). However, despite the fact that change is an organizational process aimed at empowering employees to accept and embrace changes in their current business environment (Hiatt, 2010), there are still several predicaments that are experienced (with resistance being one of them) while implementing organizational change.

In Africa, institutions and organizations are going through a very difficult time. This has been occasioned, in part, by unfavorable external events, often beyond the immediate control of these organizations. Further, the current wave of global competition, brought about by economic and political liberalization in most countries, and the local companies 'comparative disadvantage vis-à-vis well established multinational organizations in areas such as technology, market information, and access to sources of raw materials, and worker productivity are some of the challenges African managers have to deal with (Mbanjo, 2000).

In Kenya, the issue of resistance to change is not quite different from what has been happening in the continent. In the Kenyan securities industry, the management of change has been occasioned by the fluctuations in the securities industry and mergers. The challenge may not only be to the support staff but to the very managers of change. This research examines the theme of managing resistance to change with reference to one securities industry located in the heart of Nairobi, Kenya.

Objectives of the Research

In order to respond to some internal and external problems, the securities industry had to go through various strategic changes. However, the 'receivers' of change do not always receive it with open hands as it threatens their stability in the organization. Therefore, this research intended to examine the major challenges faced in the management of resistance to change with reference to the securities industry.

The research was guided by the following specific objectives: -To analyze how the mindset of the employees on change affect the management of resistance to change in the securities industry in Kenya, to establish the extent to which lack of resources affect the management of resistance to change in the securities industry and to determine how the perception of the top management affect the management of resistance to change in the securities industry.

Research Design and Methodology

This research employed descriptive research design which has evolved over the past years as useful tool for an in-depth investigation of trends and specific situations. This research used census survey sampling procedure to obtain the respondents for questionnaires and interviews. This research collected data from all respondents consisting of all forty-two (42) support staff members and all six (6) top managers at the securities industry. The contribution of each of the

participant on the challenges faced in the management of resistance to change was deemed vital towards answering the research problem. In total, the sample were forty-eight respondents (N=48). Purposive sampling procedure was used to pick the top managers.

The questionnaire was used to collect data from the support staff members. It was divided into the main areas of investigation except the first part which captured the demographic characteristics of the respondents. Other sections were organized according to the major research objectives. On the other hand, interview method was used to collect primary, qualitative data from the top management. The interview guide was semi-structured (with some closed and open ended items). It was divided into two main sections, namely demographic characteristics and the challenges faced in the management of resistance to change.

Both quantitative and qualitative approaches were used in data analysis. Quantitative data from the questionnaire were coded and entered into the computer for computation of descriptive statistics. The Statistical Package for Social Sciences (SPSS version 11.5) was used to run descriptive statistics such as frequency and percentages so as to present the quantitative data in form of tables and graphs based on the major research questions. The qualitative data generated from interview guide was categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data was used to reinforce the quantitative data. The conclusions and recommendations were derived from the results of the analysis.

Identified Challenges

The key challenges addressed in the reviewed studies included: mindset of employees, provision of resources and the top management issues. Additionally, some of these studies reviewed have also addressed on some of the measures and strategies that can be put in place to counter the challenges faced in the management of resistance to change in organizations. Along this line a recent research by Allred (1987) holds the view that where employee mindset is concerned, individuals with experience performing a specific task tend to resist change more than individuals with less experience. It is therefore very important for the management to create awareness concerning the change process anticipated in the Organization before it actually happens.

Pettas and Gilliland (1992) originally implied that inept management resources can cause resistance to change to accelerate. Both logic and research support this statement and show us the need for resources to be availed to manage change resistance. An organization should provide adequate resources to supplement the change efforts and being generally sensitive to the resources that employee need to push the agenda of change. Committing sufficient resources to the change to ease the transition process and alleviate employee frustration is prerequisite for effective change management.

5. Results

The results are organized based on key research themes except the first part which presents the background information. These themes include effect of employees' mind set on the management of resistance to change, extent to which lack of resources affect the management of resistance to change, how the top management affect the management of resistance to change. The last part presents the key strategies which can be adopted to address the challenges in change management.

5.1 Background Characteristics

Majority of the staff members, 32 (76.2%) who participated in the research had attained degree level of education. However, a few of them, 6 (14.3%) had masters level of education. The dominance of degree holders in this organization may be attributed to the fact that the institution being a securities industry requires people who are well educated.

Slightly less than a half of the staff members, 19 (45.3%) indicated Customer service and Sales as their designation. However, 6 (14.3%) of them indicated that they belonged to the Operations Department, while 4 (9.5%) of the employees stated they were in the Agency department. Other designations listed included Finance 6 (14.30%), Research 4 (10%) and legal 3 (7.10 %) section respectively.

With regard to academic qualification, all the six top managers were holders of Master's degree. Each of the managers headed Operations, Research, Finance, Legal, Customer service & Sales and Agency departments.

5.2 Effects of Employees' Mind Set on the Management of Resistance to Change

In the implementation of any change in an organization, the mindset of employees towards the change plays a critical role. If the mindset of employees is not into the change, it is hard to implement the change or manage it. This study sought to establish how the mindset of the employees affected the management of resistance to change in one selected securities industry. The staff members were asked to give their views on the extent to which various mindset related factors affected the management of resistance to change in their respective departments in the institution.

Table 1

Distribution of the Staff Member’s Responses on the Mindset Related Factors Affecting the Management of Resistance to Change

Mind set related factors	To some extent		To a greater extent		To no extent at all		Not sure	
	F	%	F	%	F	%	F	%
Disengagement	20	47.6	19	45.2	2	4.8	1	2.4
Misidentification	20	47.6	14	33.3	3	7.2	5	11.9
Disenchantment	13	31.0	17	40.5	-	-	12	28.5

Asked to indicate the extent to which disengagement factor affected the management of resistance to change, an overwhelming majority of the staff members, 39 (92.8%) were positive that it affected either to some extent or to a greater extent. However, only two of them (2) indicated that disengagement affected the management of resistance to change to no extent.

With reference to the misidentification, slightly less than a half of the staff members, 20 (47.6%) indicated that misidentification affected management of resistance to change to some extent. Additionally, a third of them, 14 (33.3%) also indicated that the misidentification mindset factor affected the management of resistance to change to a greater to a greater extent.

In terms of the disenchantment factor, majority of the staff members, 30 (71.5%) were positive that disenchantment affected the management of resistance to change either to some extent or to a greater extent. However, slightly more than a quarter of them, 12 (28.5%) were not sure.

The respondents were further asked to indicate whether they were familiar with some of the factors that influenced them to resist change in the institution. Slightly more than half of the staff members, 24 (57.1%) agreed that surprise and fear of the unknown was one of the factors that influenced employees to resist change in an organization. However, 42.9 % of them indicated that surprise and fear of the unknown did not influence them to resist change.

With reference to the Mistrust Factor, a majority of the staff members, 28 (66.7%) indicated that this factor did not influence them to resist change in the organization. However, a third of them, 14 (33.3%) indicated that the factor had some level of influence.

In terms of the fear of failure, slightly more than a half of the staff members, 22 (52.4%) indicated that the fear of failure did not influence them to resist change in the organization. However, 47.6% of them indicated that indeed, the fear of failure made them to resist change on the institution.

The staff members were further asked to indicate whether they Strongly Disagreed (SD), Disagreed (D), Undecided (UD), Agreed (A) or Strongly Agreed (SA) to the following statement regarding the employees mind set and management of resistance to change.

Table 2

Distribution of Staff Member’s Responses on Various Statements Regarding their Mindset on Resistance to Change

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Mindset is the major challenge affecting management of resistance to change	4	9.5	-	-	2	4.8	24	57.1	12	28.6
Dictatorship in change implementation affects negatively the mindset of employees hence resistance to change.	2	4.8	-	-	1	2.4	17	40.5	22	52.3
Managers are the only challenge affecting negatively the mindset of employees in the implementation of change.	3	7.1	11	26.2	7	16.7	16	38.1	5	11.9
Implementation of change in the institution may compromise the ability to handle the new job.	5	11.9	8	19.0	5	11.9	16	38.1	8	19.1
Maintaining the integrity of intent throughout is one of the elements influencing the decision on the change to be implemented	4	9.5	-	-	-	-	21	50.0	17	40.5

Asked whether the mindset was the major challenge that affected the management of resistance to change, a majority of the staff members, 36 (85.7%) indicated that employee mindset was indeed the contributing factor of change resistance among the staff.

Slightly more than a half of the staff members, 22 (52.4%) strongly agreed that the management use of dictatorship in the implementation of change had a negative influence hence resulting to resistance to change. This was further confirmed by 40.5% of the staff members who also agreed that the style of leadership negatively affected the mindset of employees hence the resistance to change in the institution. Asked to indicate whether managers were the only source of challenge that negatively influenced mindset of employees in the implementation of change, half of the staff members 21 (50%) were positive by either strongly agreeing or agreeing to the statement. However, a third of them 14 (33.3%) were negative by strongly disagreeing or disagreeing to the statement.

In terms of compromised abilities to handle new jobs, slightly more than a half of the staff members 24 (57.1%) either strongly agreed or agreed to the statement that the implementation of change in the institution could compromise their ability to handle the new job hence developing a negative mindset towards the change. However, slightly less than a third of them, 13 (30.9%) disagreed that their resistance to change was not based on compromised abilities to handle new jobs.

Majority of the members of staff, 38 (90.5%) agreed that maintaining the integrity of intent throughout was one of the elements that influenced their decision on the change that was to be implemented in the organization. A few of them, 4 (9.5%) however differed.

When the top managers were interviewed on how the mindset of the employees affected the management of resistance to change most of them reported that indeed there were a couple of employees' mindset related factors that affected them during the management of resistance to change in the institution. Some of these factors that they reported included the climate of mistrust due to past history of change in the organization, fear of failure, threat to their current positions as a result of upcoming change in the organization and the change in the organizational culture.

5.3 Extent to Which Lack of Resources Affects the Management of Resistance to Change

This research sought to establish the extent to which lack of resources affected the management of resistance to change in the targeted securities industry. The staff members were asked to indicate whether they Strongly Disagree (SD), Disagree (D), Undecided (UD), Agreed (A) or Strongly Agreed (SA) to the various statements on the effect of lack of resources on management of resistance to change. Table 3 shows the distribution of the respondents' responses.

Table 3

Distribution of Staff Members on Various Statements Regarding the Effect of Lack of Resources on the Management of Resistance to Change

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Lack of working capital in an organization affects the employees' working abilities in the organization.	2	4.8	5	11.9	3	7.1	20	47.6	12	28.6
Lack of support due to inadequate resources in the institutions affects the acceptance of change among employees.	2	4.8	2	4.8	3	7.1	19	45.2	16	38.1
Lack of human and financial resources in the organization slows its adoption of change	1	3.9	-	-	-	-	17	41.3	23	54.8
Shortage in resources increases employees' probability of being overloaded with work	-	-	4	9.5	7	16.7	18	42.8	13	31.0

Majority of the staff members, 32 (76.2%) either strongly agreed or agreed that lack of working capital affected the employees' working abilities in the organization. However, a few of them, 7 (16.7%) disagreed that lack of working capital affected their working abilities in the organization. An overwhelming majority of the staff members, 35 (82.2%) either strongly agreed or agreed that lack of support due to poor resources in the organization negatively influenced the acceptance of change among employees. With reference to the work overload due to limited resources, a majority of the staff members, 31 (73.9%) either strongly agreed or agreed that shortage in human resources increased the employee's probability of being overloaded with work if change in implemented.

When the top managers were asked to explain whether there were adequate resources that supported the implementation of change in the organization, they all reported that there were no adequate resources in the organization to support not only the implementation of change but also the management of the resistance to change.

The managers were further asked to explain the extent to which the unavailability of resources in the organization hindered the management of resistance to change. One of the managers reported that to some extent, the unavailability of resources in the organization brings about a challenge when I am implementing or trying to manage any resistance to change among the staff. Thus is lack of adequate resources ends up prolonging the implementation of change process (Top Manager II, 2012).

5.4 Effects of Top Management Perception on the Management of Resistance to Change

This research sought to establish how the perception of the top management affected the management of resistance to change in the selected institution. The staff members were asked to indicate whether the top management related issues affected the management of resistance to change in the organization or not.

There are a couple of top management related issues that affect the management of resistance to change. From the findings, a majority of the staff members, 27 (64.3%) indicated that poor communication skills among the top management was the key management issue that negatively influenced the management of resistance to change. Another issue that was brought across by 64.3% of staff members was their poor relationship with the staff members.

The views of the top management coincided with those of the staff when they pointed out that there are a number of factors that affect the management of resistance to change in the institution. These included lack of proper communication, poor relation between the staff members and management team, internal politics within the organization, negative attitude of managers towards changes that are being introduced, lack of adequate training among the managers on the change being implemented and fear of losing positions of influence as a result of new changes being introduced in the organization.

Discussion

The mindset of employees or any organization's staff is a crucial element for an effective change in the organization. Under this section, the research found that the employee mindset affected to a larger extent the management of the resistance to change at the securities industry investigated. The research established that employees at the institution had certain mindset such as disengagement, misidentifications and disenchantment. This type of mindset on the side of employees means that employees are not ready both physically and psychologically to embrace the expected organizational changes. And this, as the research further established hampered greatly the management of the resistance to change at the institution.

The findings of this research are consistent with the earlier findings by Huczynski and Buchanan (2004). In their research on how the mindset of the workers can influence organizational changes, the researchers established that employees who were disengaged in work were less effective in implementing the organizational changes. Other factors noted in this research were misidentification and disenchantment. Apparently, the research established that lack of effective communication among the managers and employees was another factor that affected the management of the resistance to change in the institution. Another factor was fear of failure among the employees. This may be attributed to the fact that the employees may not be conversant with the new perspective of things in the organization especially whose experience in working in the institution is wide

An organization should provide adequate resources to supplement the change efforts and being generally sensitive to the resources that employee need to push the agenda of change.

Committing sufficient resources to the change to ease the transition process and alleviate employee frustration is prerequisite for effective change management. This research sought to examine the extent to which lack of resources affected the management of the resistance to change in the selected securities industry. Results demonstrated that lack of resources (especially human and financial) was a key factor that hampered staff members from accepting change at the institution. Lack of adequate working capital for instance was said to affect the employees' working abilities in the organization thus further compromising the management of the resistance to change in the institution.

Fine (1986) suggests that in many organizations, it is not uncommon for resources (particularly personnel resources) to be overextended or withdrawn just when staff is experiencing the greatest stress of change. Further, she contends that administrators often skimp on really necessary items, for instance complete training by experts may be viewed as an extravagance rather than as a necessary expenditure associated with change. Thus, it is important for managers to be particularly sensitive especially when dealing with change management. They should critically examine if they have supported the innovation by providing all necessary resources, be it money, time, increased attention to detail by management, and added personnel.

The findings of this research are consistent with earlier revelations that managers have always contributed to efforts that lead to resistance to change in institutions (Pettigrew & Whipp, 1991). This research established that top management issues at the institution affected the management of resistance to change to a great extent. Some of the management issues pointed out by majority of the respondents that affected the management in the resistance to change included poor communication skills among the managers and poor relation with staff members. In addition, internal politics within the company, negative attitude of managers towards changes that are introduced, and lack of training on the change implementation process and fear of losing positions of influence were also the management related issues that affected the management of resistance to change at the institution.

Morrison and Milliken (2000) observe that unless the management prepares the support staff emotionally for change, the sheer speed, severe communication breakdown by the management and a lack of coordination in the process of change management in an organization is the main cause of change difficulties. Greenhalgh, Worpole and Landry (1995) also add that managers have to handle all the challenges of change simultaneously, which requires good coordination, strong leadership, and clear communication.

Conclusions

The following conclusions are based on the key findings of the research and in line with the major research objectives.

In terms of the employees' mindset in the management of resistance to change, it can be concluded that there are certain mindsets that negatively influence the management of resistance

to change. Some of these mindsets included disengagement, misidentification and disenchantment. Further, the research established that lack of communication among the managers and employees was another factor affecting the management of the resistance to change in the institution. Managers ought to communicate to employees and inform them on any new changes to be introduced in the organization, who will be affected and how this may affect their roles in the organization to enable employees to be open to change.

Lack of resources was another factor that hampered staff members from accepting change at the institution. This issue also affected employee's acceptance to change in the organization. Apparently, lack of working capital in the organization also affected the employees' working abilities in the organization thus decelerating the change process. Thus, human and financial resources are essential for effective management of the change process in the institution. The research further concluded that the top management at the institution affected the management of resistance to change to a great extent. Some of the management issues such as poor communication skills among the managers and poor relation with staff members, internal politics within the company, negative attitude of managers towards changes that are introduced, lack of training on the implementers of the change process and fear of losing positions of influence affected the management in the resistance to change in the institution.

Recommendations

Based on the key findings, the research recommends the following:- Managers to take responsibility of implementing change as opposed to delegating it as an HR function, top management to cultivate good relationship with staff members and ensue good communication, employees to be encouraged to share their views with the management without fear of reprisals, the organization to ensure that the opinion of the staff members does not jeopardize their jobs, the management to provide a conducive working environment for the employees, the management to plan for the training of the employees on any change process being undertaken in the institution, the management to encourage team work among the employees, the management to be friendly while dealing with the middle level and bottom level staff members and lastly the institution to engage the staff members in the change process and incorporating their opinions.

Recommendation for Further Research

This research did not tie the resistance to change with organizational performance. Thus, there is need to undertake another research to examine the effect of resistance to change on organizational performance.

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The Process of Developing a School Improvement Plan: Situation Analysis, Data Collection, Analysis, Interpretation and Reporting Processes

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Abstract

A school improvement plan is a road map that sets out the changes a school needs to make to improve the overall level of school's achievement, and shows how and when these changes will be made. The purpose of this paper was to provide an overview of the process of developing a school improvement plan. The review was based on secondary data on various school improvement planning processes including school situation analysis, data collection, data analysis, data interpretation and reporting processes. The paper concludes that while the process of school improvement planning is a tedious one, it only marks the beginning of yet another tougher phase, namely the implementation stage which is meant to actualize the recommended school improvement interventions. Since the development of a school improvement plan is a process, this paper suggests the need for all school stakeholders to work together towards realizing a realistic school improvement plan and setting its implementation road map based on the identified school strategic issues, activities along with their time lines, actors and budget.

Keywords: *Developing a school improvement plan, School improvement planning processes, School improvement planning, school situation analysis, school improvement reporting process, school improvement data collection process, School improvement data analysis process, School evaluation process*

1. Introduction

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. School improvement plan helps the immediate stakeholders, mainly the principals, teachers, and school boards to answer one fundamental question, namely: What is the present focus of our school? School improvement plan has its cycles. It can adopt a three year, four or even five-year plan depending on thematic areas of school focus. In essence, school improvement plan informs school strategic plan. In developing school improvement plan, the members of school-community work through a variety of activities focus on various areas of priority such as school performance, curriculum delivery and parental involvement.

The main purpose of this paper was to provide an overview of the process of developing a school improvement plan. The paper includes situation analysis, which is conducted in order to identify

the strategic school issues. This is followed by another key part, namely data collection process, which includes data type and data collection instruments. Other parts of the paper present literature on data analysis, data interpretation, data reporting process and conclusion.

2. Situation Analysis in School Improvement Plan

There is a need to conduct school situation analysis in school improvement planning. The situation analysis is meant to process a number of aspects in relation to school's state of affairs. The traditional approach used in conducting situation analysis is SWOT Analysis.

Situation Analysis is a structured planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project or a programme. In school situation, SWOT analysis is conducted by a team and involves all the key school stakeholders, namely school board, parents, teaching and non-teaching staff and students. In order to identify the Strengths, Weaknesses, Opportunities, and Threats, the team is generally involved in the following activities: a) collecting data, b) analyzing c) interpreting and d) reporting.

SWOT analysis of the key stakeholders generally yields data that forms the basis for drawing an effective school improvement plan. The analysis unveils the key areas of concern, objectives, activities, implementation and evaluation, which are vital components in an effective school improvement planning.

3. Data Collection Process in School Improvement Planning

Data collection is the process through which raw information is retrieved from a given sample using various techniques and/or methods. In the school improvement plan, the process of data gathering is usually the first step. Its main purpose is to identify some of the areas or needs that need to be addressed by the school management. It is through the data obtained in this process that the school management may be in a position to come up with conclusions and recommendations on the areas of improvement within the school. For effective data collection, one needs to consider the type of data being collected, instruments to be used and ethical issues.

3.1 Data Types

In collecting data for the school improvement plan, there is a need to understand the type of data and its function. There are two main types of data that can be collected for the function of school improvement plan. These include primary and secondary data.

Primary Data Type

Primary data involves the information that has been obtained directly from the field by the researcher. It involves the data collected by the researcher from the field using various data collection instruments such as questionnaires, interview guides, focus group discussions, and

observation guide and document analysis. In school improvement planning, the team which is charged with the duty of conducting the analysis collects both primary and secondary data.

Secondary Data Type

Secondary datum is defined as “second-hand” information, which is either gathered by someone else like researchers and institutions or for some other purpose than the one currently being considered, or often a combination of the two (Cnossen, 1997). Secondary data types are used for the following reasons: a) to provide ease in terms of time, b) provides a cost-effective way of gaining a broad understanding of research questions, c) provides a ground for designing subsequent primary research (McCaston 2005) and d) useful to a person with limited research training or technical expertise (Beaulieu 1992).

3.2 Data Collection Instruments

Data collection process in school improvement planning involves a number of instruments. These include questionnaires, interview guides, focus group discussions, observation guide and document analysis.

Questionnaire

A questionnaire is a set of written questions on a sheet with spaces provided for respondents to reply to the questions. Questionnaires are frequently self-administered. A questionnaire is most useful when one needs to collect a small amount of clearly defined facts from a large number of people. According to Owens (2002), the main reasons why questionnaire method is used for data gathering include the following: a) it is potential in reaching out to a large number of respondents within a short time, b) it can give the respondents adequate time to respond to the items, c) it offers a sense of security (confidentiality) to the respondent and d) it is an objective method since no bias resulting from the personal characteristics. In planning on how to improve the school, questionnaires are used to collect data from the key stakeholders (members of school community). This may be students, parents and teachers.

3.3.2 Interview

For school improvement plan, interview method is used to collect data from the key informants who are few in number. In this case, data from the school principals, Board of Governors and PTA representatives may be collected using interview method. These stakeholders are treated as key informants owing to their position in the school. Thus, they are able to provide concrete information, which can inform the school improvement plan. Interviews can be conducted in a variety of ways; for example, by telephone or as a face to-face interview using an interview schedule to guide your questions. However, a disadvantage of the interview method is that it can be time-consuming in terms of collecting and analyzing the information obtained.

There are a number of points one needs to have in mind when using face-to-face interviews when gathering data for school improvement: a) keeping time limit, b) gently probing the respondents

for details and c) where appropriate, obtaining permission to tape-record the interview from the respondent.

3.3.3 Focus Group Discussion (FGD)

Focus Group Discussion is a tool that brings together the participants with similar backgrounds to take part in a guided discussion. For school improvement planning, BOG and the PTA members may be involved in the FGD. FGD gives an opportunity to the participants to agree or disagree with each other. The discussion provides an insight into how the participants think about an issue regarding the areas of school improvement, about the range of opinion and ideas, and the inconsistencies and variation that exist in the school surrounding (Stewart & Sham Dasani, 1990).

When deciding to pick this tool for gathering data, there are some important points that one needs to have in mind: a) This method is frequently used in evaluation to discover what a group of people might think or feel about a question or problem, b) the goal of FGD is to provide an opportunity for participants to talk to one another about a specific topic and c) the facilitator in FGD is there to guide the discussion but should avoid intervening in the discussion. This tool is a powerful one in collecting data from homogeneous groups such as PTA and BOGs.

3.3.4 Observation Method

Observation method involves an individuals' direct participation in the data-gathering process. This method is used to obtain data on the things that may be seen or touched. It involves watching and recording the behavior of individuals or groups, or the events that occur in a particular place (Delamont, 2001). One of the advantages of using this approach is that one may choose when and where to carry out the observation procedure and what to observe. In gathering data for school improvement, observation method is a powerful tool. For instance, the observer may observe the observable components of school's teaching and learning environment in terms of the state of facilities, learners' behavior, among others.

3.3.5 Document Analysis

Document analysis involves examination of documents to gain some insights regarding the question at hand. While making consideration of what document to use, one should take note of the document content, the facts in the document, how the document can be used, what the document answers and what it does not (Marshall & Rossman, 1998). For the purpose of school improvement planning, document analysis may be applied through the checking of the school records regarding the enrolment of learners per year, the number of learners who are able to complete their studies, class profiles, report cards, the available infrastructure bought by the school administration and those that still do exist or the records of the spoilt infrastructures that need maintenance or repair among many other documents.

3.5.6 Ethical Considerations in Data Collection

Ethical considerations are always taken into action when gathering data. In the data collection process on a school improvement plan, the rights of the school-community members involved in the planning should be ensured. This is done based on ensuring that the principles that govern stakeholders' participation are followed. The principle of voluntary participation which requires that people are not coerced into participating should be followed. Further, the informed consent of the participants is also ensured by explaining the aim of the data collection and the procedures involved (Driscoll & Brizee, 2012).

4. Data Analysis in School Improvement Planning

Data analysis is a process of inspecting, cleaning, transforming and modeling data with the goal of underlining essential information, suggesting conclusions, and supporting decision making (Adèr & Mellenbergh, 2008).

Data collected for school improvement may be analyzed using two approaches, namely quantitative and qualitative approaches. In quantitative approach, the information obtained is expressed in a numerical form. In qualitative approach, on the other hand, the information obtained from participants is expressed in a narrative form. This approach emphasizes on the stated experiences of the participants and on the stated meanings they attach to themselves, to other people, and to their environment. Qualitative approach uses direct quotations from the participants with the aim of revealing a certain occurrence (Reason & Rowan, 2004).

The process of data analysis involves a number of steps, namely data planning, data cleaning, determining of a coding system, tabulation of data and presentation and interpretation of the findings.

Data planning: During data analysis, it is important to plan how to analyze the collected data (Patton, 1980); either using quantitative or qualitative approaches.

Data cleaning: The collected data pass through the process of cleaning to remove ambiguous elements. Content analysis is also applied to capture information from the open-ended questions and interview items (Schoenbach, 2004).

Determining a coding system: Data coding is a step where information is translated into values suitable for computer entry and statistical analysis. Variables are created from information with the aim to simplifying the analysis. Basically, variables are meant to summarize and reduce data, attempting to represent the "essential" information (Schoenbach, 2004). There are various applications, which help the process of data analysis. These include spreadsheets like Excel and statistical packages like SAS and SPSS (Coolican, 1994). For developing school improvement plan, data collected using questionnaire method is subjected to coding in order to synthesis during analysis. Data collected using interview and FGD methods may be processed using qualitative data analysis application like *Nvivo*.

Summarizing data using tabulation and figures: Upon data coding, statistical applications like SPSS are used to run output, which can be either in Tables or Figures. The collected data on certain thematic issues in a school set up are thus summarized and presented. This makes it easy to report the findings for effective school planning.

5. Data Interpretation

Data interpretation involves the provision of comments on the results obtained from the investigation. The interpretation is done in the light of the goals and objectives of the school improvement plan. This includes the key thematic areas or issues of school planning like parental involvement, curriculum design and implementation, school teaching and learning environment. The interpretation of the data must be within the framework of what the data analyzed suggests and not an exaggeration. Statements that are not justified by the data do undermine the credibility of what is being presented. As such, interpretation should be done in context.

Another key point to note when interpreting data is to avoid alteration or skewing of the set objectives. Vested interest should not be shown in data interpretation in order to maintain the credibility of the results and the whole report. Therefore, it is important to ensure that interpretations are based strictly on what is evident in the data itself. This is one of the key components towards developing an effective school improvement plan.

6. Data Reporting Process

Reporting is a process through which the findings or results obtained from the data analysis is shared to the concerned stakeholders. This is done from a written perspective. Ideally, while reporting the findings, one begins with a brief outline of the main point that was conducted and its purpose. A systematic outline of the methodology used should be stated clearly. The report should also capture the main findings, and it should point out the next course of action.

There are key points to note while reporting: it is important for the information that has been compiled to be presented to all members of school community. Further, one needs to ensure that technical jargons are avoided. This is because, the reporting made from the analysis are used to make the critical decisions, which form the basis of school improvement planning.

7. Conclusion

This paper has briefly reviewed various processes involved in drawing a school improvement plan, including school situation analysis, data collection, data analysis, data interpretation and reporting processes. From the presentation, it is evident that the process of developing a school improvement plan is a tedious one. However, this phase only marks the beginning of yet another tougher one, namely the implementation phase which is meant to actualize the school improvement plan. The paper suggests the need for all school stakeholders to work together towards realizing a realistic school improvement plan and setting its implementation road map based on the identified school strategic issues, activities along with their time lines, actors and budget.

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Constraints to the Principals' Instructional Quality Assurance Role in Public Secondary Schools in Kenya

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Abstract

The principal's role is a significant factor in determining the overall quality and effectiveness of many schools worldwide. However, the full realization of their role is often than not constrained. This study examined the constraints to the principal's instructional quality assurance role in public secondary schools in Kitui West Sub-county, Kenya. The study employed a mixed research method, which included a survey and naturalistic designs. The sample included nine (9) schools, one hundred and thirty eight (138) students, fifty four (54) class teachers, nine (9) principals and two (2) District Quality Assurance and Standards Officers (DQASO). In total, they were two hundred and three respondents (203). Data collection instruments included questionnaires for students and teachers and interview guides for the principals and DQASOs. The collected data were analyzed using both quantitative and qualitative data analysis approaches. The quantitative data were processed using Statistical Package for Social Science (SPSS) to produce frequencies and percentages. Content analysis was used to analyze the qualitative. The study showed that the key constraints to the principal's quality assurance role were lack of adequate finances, inadequacy instructional resources, high teacher-student ratio, overloaded curriculum, lack of adequate government support and cooperation from school community.

Keywords: Instructional quality assurance, Quality assurance role, Principal's role, School quality assurance, public schools quality, School effectiveness, Quality schools, Principal's instructional leadership, Kitui West District

1. Introduction

The literature suggests that school principals are the chief instructional leaders of their schools whose leadership role is central to establishing and maintaining an effective school (Wanzare, 2013). As an instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning (Chell, 1995). This role can be summed up as principal's instructional quality assurance. Adebunmi and Saheed 2014 relate quality assurance to the achievement of educational program standards which are established by institutions, professional organizations, and government.

In their pursuit of executing instructional quality assurance role in public secondary schools, the principals face major challenges in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources and meeting teacher training and development needs. Other challenges include financial constraints, restrictive policies, and mismanagement of resources and lack of stakeholder support among others (Leu & Bryner, 2005). This study examined the major constraints facing the principals in instructional quality assurance role in public secondary schools with reference to Kitui West District in Kenya. The study gives recommendations that can be applied with varying degrees in secondary public schools by policy makers, school administrators and other stakeholders in education for effective management of secondary schools.

2. Methodology

The main purpose of this study was to examine the major challenges facing the principals in instructional quality assurance role in public secondary schools in Kitui West District in Kenya. This study employed a mixed research design, which included a survey and naturalistic designs. These designs were used in order to take into account large target population and the researcher's involvement in the natural setting of the study. Both quantitative and qualitative paradigms were also used. Survey design generated quantitative data from the questionnaire while naturalistic approach used interview method to generate qualitative data from the key informants who worked and lived in the site of the study. The sample included nine (9) schools in Kitui West District, one hundred and thirty eight (138) students, fifty four (54) class teachers, nine (9) principals and two (2) District Quality Assurance and Standards Officers (DQASO). In total, they were two hundred and three (203) respondents who participated in the study.

Data collection instruments which were used included questionnaire for students and teachers and interview guides for the principals and DQASOs. The collected data were analyzed using both quantitative and qualitative data analysis approaches. Statistical Package for Social Science (SPSS, Version 17) aided the process of data analysis. The quantitative data were computed to produce frequencies and percentages. On the other hand, content analysis was used to analyze qualitative data.

3. Results

The results of this study are organized in selected research variables, namely challenges facing principals in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources, and in meeting teacher training and development needs.

3.1 Pedagogical Related Challenges Facing Principals

The study was interested in finding out the challenges facing principals in ensuring effective application of pedagogical skills in teaching and learning.

Table 1: *Pedagogical skills application challenges*

Challenges	Teachers		Students	
	F	%	F	%
Lack of adequate teaching and learning resources	24	45	38	28
Lack of cooperation from teachers and students	8	15	66	48
Heavy workload	12	22	-	-
Indiscipline among students	4	7	-	-
Qualified but incompetent teachers	4	7	-	-
Students don't evaluate teachers fearing the principal	-	-	6	4
Inadequate time to perform all pedagogical duties	-	-	22	16
Lack of supervisory personnel	2	4	6	4
Total	54	100	138	100

In execution of their elaborate and explicit function of effective application of pedagogical skills, this study found that school principals faced pedagogical related challenges in their quality assurance role. The study identified these challenges as inadequate teaching and learning resources as indicated by 45% of teachers who participated in the study and 28% of students. Another issue was lack of cooperation from and negligence by teachers and students. This was supported by 15% and 48% teachers and students respectively. The issue of heavy workload was another challenge which was cited by 22% of teachers in the study. Indiscipline among some students was reported by 7% of teachers. The problem of qualified but incompetent teachers was indicated by 7% of teachers as challenge too. A 16 per cent of students indicated that principals lacked adequate time to perform all pedagogical duties.

Principals on the other hand, reported that lack of cooperation by some teachers; limited resources and heavy workload were key challenges that hindered their efforts in ensuring effective application of pedagogical skills in teaching and learning in schools. On their part, DQASOs explained that the principals faced some level of resistance from some teachers and

that they lacked supervisory personnel. Preparation of schemes of work and lesson plans and lack of teaching materials, were also noted as among the major challenges facing the principals in their pedagogical skills enhancement role in schools.

3.2 Challenges Facing Principals in Curriculum Implementation

Curriculum is central component in any teaching and learning process. Despite its central role, there are various challenges that principals face in curriculum implementation. Table 2 shows the distribution of teachers and students on the challenges facing principals as they try to ensure effective curriculum implementation in schools.

Table 2: Curriculum implementation challenges in schools

Challenges	Teachers		Students	
	F	%	F	%
Inadequate provision of teaching and learning resources	18	34	51	37
Inadequate teaching staff	12	22	9	7
Overloaded curriculum	11	20	20	14
Lack of cooperation students, teachers and parents	7	13	16	12
Lack of adherence to the set syllabus	-	-	18	13
Other challenges (understaffing, schemes of work preparation issues, huge scope of the syllabus)	6	11	24	17
Total	54	100	138	100

Slightly over a third of teachers (34%) indicated that the principals faced challenge of lack of adequate provision of teaching and learning resources. The same was echoed by another 37% of students.

Some 22% of teachers further indicated that the principals faced the problem of lack of adequate staff. However, only 7% of students who felt that understaffing was a problem facing principals in curriculum implementation. Overloaded curriculum was cited by 20% of teachers as another problem which faced principals in curriculum implementation.

The principals on the other hand reported that they encountered the problem of understaffing, failure of teachers to prepare the schemes of work in good time, poor time management by teachers and students and huge scope of the syllabus. One of them explained that ‘failure to prepare schemes of work and records of work on time coupled with the poor time management by both teachers and students are the major curriculum implementation hindrances in my school. One of the DQASOs went on to point that the principals faced a

number of challenges in curriculum implementation process. He explained that the effective implementation of curriculum was hindered by a bloated curriculum, over-enrolment of students in schools, lack of adequate instructional resources and inadequate teaching staff.

3.3 Challenges Facing Principals in Providing Teaching and Learning Resources

There is no effective learning that can take place without adequate instructional materials.

Table 3: *Challenges associated with the Teaching and learning resources*

Challenges	Teachers		Students	
	F	%	F	%
Lack of finance to acquire adequate resources	31	58	78	56
Frequent change in syllabus	11	20	16	12
Delay of funds by the government	7	13	-	-
Vandalizing of resources by students	-	-	18	13
Poor knowledge of students' resources needs	-	-	14	10
Others challenges (delay in providing funds, loss of books, poor school facilities)	5	9	12	9
Total	54	100	138	100

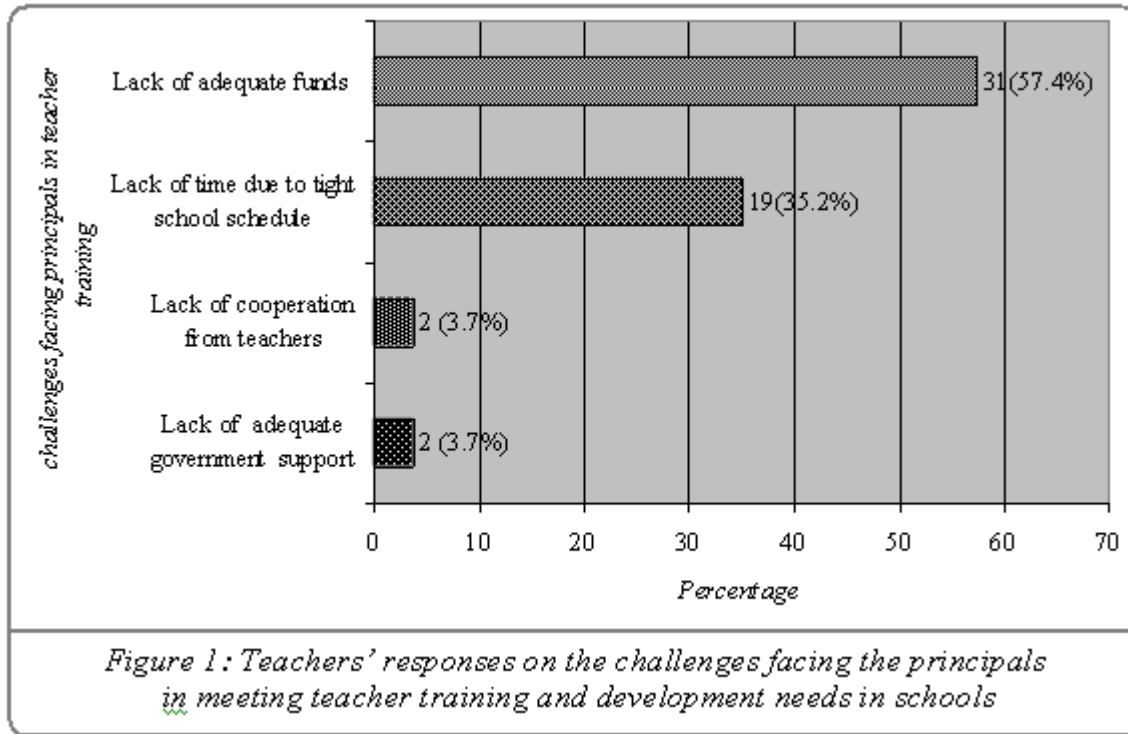
Most of teachers who participated in the study (58%) indicated that lack of finance to acquire adequate teaching and learning resources was one of the key challenges facing the principals. This was confirmed by almost the same percentage of students (56%). Frequent change of syllabus was another challenge that faced principals in their role of ensuring adequate teaching and learning resources in schools as indicated by 20% of teachers and supported by 12% of students respectively. Delay of funds by the government which affects the acquisition of teaching and learning resources was another challenge that the principals faced as reported by 13% of teachers who took part in the study.

In response to the challenges faced by the principals while ensuring that there are adequate teaching and learning resources in schools, the principals reported that they encountered the problem of lack of adequate funds to acquire essential resources and delay of government in providing funds. There was also the problem of loss of books. DQASOs, on the other hand explained that there was lack of adequate funds to buy the instructional materials and inadequate school facilities.

3.4 Challenges Facing Principals in Meeting Teacher Training and Development Needs

Teachers, principals and DQASOs were asked to point out the kind of challenges that faced principals in trying to meet teacher training and development needs in public secondary schools. The Figure below shows teachers' distribution on the key challenges facing

principals.



Lack of adequate funds was one of the key challenges facing the principals while trying to meet the teacher training and development needs as reported by 57.4% of teachers who took part in the study. The other challenge was lack of time due to tight school schedule as indicated by 35.2% of teachers. Thus the principals are not able to strike the balance between time and the teacher training gaps. A couple of teachers, 3.7% reported that there was also lack of adequate government support for the principals to be able to meet teacher training and development needs. Lastly lack of cooperation from teachers was reported as a challenge by another 3.7% of teachers who participated in the study. During an interview, the principals also reported that they faced the same challenges as they try to meet teachers' training and developmental needs. In addition, DQASOs further added that the school principals lacked a well laid teacher training and development policy provisions to be able to meet teacher training and development needs.

4. Discussion

The role of principals as the Quality Assurance leaders at school level cannot be underestimated. Leu and Bryner (2005) observe that the principal's role is a significant factor in determining overall quality and effectiveness of many schools worldwide. However, they noted that this important role is prone to a wide variety of challenges. This important leadership position can negatively be affected by such factors as: financial constraints, restrictive policies, mismanagement of resources, lack of stakeholder support among other factors. This observation is consistent with the findings of the current study which revealed

that principals as a quality assurance leader face the numerous challenges including the challenges in ensuring effective application of pedagogical skills, curriculum implementation, provision of teaching and learning resources and meeting teacher training and development needs.

School heads in their quality assurance role are expected to ensure effective implementation of curriculum. However the findings of the study indicate that they face various challenges including lack of cooperation from stakeholders, inadequate provision of teaching and learning resources, overloaded curriculum, failure of teachers to prepare the schemes of work in good time, a bloated curriculum and inadequate teaching staff. This study corroborate findings by Atieno & Simatwa (2012) who found that there are a number of challenges that school heads face in relation to curriculum implementation including lack of appropriate policies to enable effective curriculum implementation and poor or limited stakeholders' participation that contribute to insufficient implementation of the set curriculum. The role of Parent Teacher Associations cannot be overlooked in the quest for top quality learning. This is especially so in the rural public schools which have inadequate funds to run their operations. In such cases, parents, religious institutions or the surrounding community are instrumental in helping sustain operations of the school (Mosomi, 2008). Absence of such vital assistance means that the operations of learning institutions would be hampered thus leading to poor quality in service delivery. Co-operation between the school principal and other stakeholders ensures that systems applied in operations of the school are appropriate and effective in ensuring a high quality learning environment.

Adequate teaching and learning resources in a school is considered as a prerequisite for quality education thus a necessity for enhancing principal's role as instructional quality assurance in public secondary school. According to Adebunmi and Saheed (2014), maintenance of factors such as curriculum, instructional materials, equipment, school management, teacher training and resources are some of the indicators of quality education. Thus, lack of adequate funds and government / stakeholders' support can further complicate the role of the school principals in ensuring adequate supply of teaching and learning resources. Lack of adequate teaching and learning resources can result to poor academic performance among students. According to Leu and Bryen (2005), failure to provide adequate and quality teaching and learning resources would be detrimental to delivery of high education standards. Failure to attain certain education standards as a result of school resource gaps is likely to further complicate the role of school principals.

Teacher training and development is another area of concern among school heads. Constant development in the world necessitates a regular updating of teaching skills. This would mean provision of training workshops or even facilitating teachers to go for further academic courses to improve on their skills. Various constraints however are likely to hamper the principal's efforts in trying to meet teacher training needs. Such constraints according to this study included lack of adequate funds, lack of time due to tight school schedule inadequate government support for the principals to be able to meet teacher training and development needs. Previous body of knowledge shows that lack of adequate funding can adversely

education process. According to Mobegi, Ondigi and Oburu (2010), financial constraints remain one major challenge facing principals in their various instructional leadership roles in schools including teacher training and development needs.

5. Conclusions and Recommendations

5.1 Conclusion

This study has shown that there are major challenges facing the principals in instructional quality assurance role in public secondary schools in Kitui West District in Kenya that range from challenges in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources to meeting teacher training and development needs. All the major challenges facing principals are linked to financial constraint. Thus, principals are unlikely to be effective in their instructional quality assurance role without putting in place sound financial empowerment framework in schools.

5.2 Recommendations

The research recommends that principals need to develop more reliable sources of funding that would not interfere with the main purpose of the learning institution. These funds if well managed will help address the identified major challenges in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources and meeting teacher training and development needs.

The study also recommends that the availability of funds should be supported by principal's effective management skills and maximum cooperation from teachers, parents, students and other stakeholders in education. This will help principals to effectively overcome the major challenges facing them in instructional quality assurance role in public secondary schools.

5.3 Recommendation for further studies

The study only identified the major challenges facing the principals in instructional quality assurance role in public secondary schools without looking at the strategies of addressing them. Thus, there is need to carry out further research on the strategies of addressing the challenges for quality assurance and effective management of public secondary schools.

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Components, Practices and Benefits of Home Based Care of HIV and AIDS Patients in Kenya: Butula Local Community's Perspective

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Abstract:

With the current diminishing global funding for the HIV/AIDS containment and dramatic increase in the reliance on Home Based Care (HBC) throughout Africa and other parts of the world, a rich understanding of the various components and benefits of HBC is indispensable. The main aim of this study was to examine the components, practices and benefits of HBC of HIV/AIDS patients with the reference to Butula Local Community in Kenya. The study employed a cross-sectional survey research design. The sample included three hundred and seventy seven respondents from Butula Division. Questionnaire method was used to collect data owing to its appropriateness in collecting data from a large sample. A statistical application, namely SPSS aided data analysis process. The study revealed that the key components of HBC were counseling (38%), nutrition (30%), social support systems (17%) and nursing (15%). The main practices of HBC included referral systems of HBC, medication and nursing of the HIV/Aids Patients (HAPs). Benefits of HBC included nursing of patients in familiar environment (41%), affordability (31%) and good support from family members

(14%). Registered patients also benefited from free food rations and free medication. In order to realize the greater benefits of HBC, the study recommended integration of informal and formal referral systems, greater involvement and support from the Ministry of Health and development partners for full realization of the key benefits of HCB .

Keywords: Home Based Care of HIV and AIDS patients, Home Based Care components, Home Based Care benefits, Butula HIV and AIDS home based care program, HIV and AIDS patients (HAPs).

1. Introduction

The concept of Home Based Care (HBC) entails the provision of care to HIV/AIDS patients and their affected families at home. In the modern society, HBC programs and practice have gained dominance and popularity due to the beneficial assistance that this program grants to health care facilities as well as reducing the expenses that could have otherwise been used to expand the care facilities in government hospitals. Moreover, studies have indicated a constantly enlarging number of HIV/AIDS infected patients leading to over stretching of the available health facilities. As such the practice has provided for a palatable solution to the overwhelming congestion witnessed in general public health facilities. Further, HBC offers adjustable and flexible care provision for the HIV/AIDS patients as well as for the loved ones and affected families (International Labor Organization [ILO], 2011) According to a study by UNAIDS (2007), the practice of HBC for HIV/AIDS patients can be categorized into almost seven different but related activities. These categories include: the actual provision of care; continuum of care; education; supplies and equipment's; staffing; financing and sustainability; monitoring and evaluation. Moreover, HBC has strong founding principles in involving the community at large to provide care for HIV/AIDS patients. It is noted that this program focuses on preserving the traditional patterns of care which encourages family members to take the forefront responsibility in caring for their sick loved ones (Kronenfeld, 1982). As such the program seeks to ensure that the family members and community in general get actively involved in creating a caring community for the sick individuals within it.

In Sub-Saharan Africa, the most practiced HBC provided for HIV/AIDS patients involves activities such as physical, psychosocial, palliative and spiritual accompaniments (Kronenfeld, 1982). This may be for the reason that most of the affected countries have limited resources kept aside for the provision of adequate HBC practice for HIV/AIDS patients. Notably, HBC programs supplements largely the formal health care provided in the government hospitals, clinics and other community and local posts. It is noteworthy that initially in Africa, HBC programs were administered by professional nurses and social workers, who could move from door to door to offer necessary support both for the infected individuals and the affected families (Wringe, Cataldo, Stevenson, & Fakoya, 2010). Today, in the light of constantly enlarging number of infected people who need health professionals' attention and care, the number of patients have overwhelmed the skilled personnel. This lack of skilled professional to attend to the large number of people has inevitably necessitated the birth of a new approach to help in the care provisions. As such, most Sub-Saharan countries have adopted community mobilization as a strategic intervention for the continuity of HBC programs (UNAIDS, 2008)

Further, studies have also shown that the affected persons also need a lot of counseling guidance from professional councilors as a way of enabling them cope with the reality of the HIV/AIDS epidemic. This has also increased the need for professionals and so enlarging the window for more people to be absorbed in the practice to ensure adequate facilitation of HBC program. Therefore, the adopted community mobilization approach gave space for the conception of volunteer caregivers who were mainly lovers, spouses, friends or family of an individual with AIDS (Kronenfeld, 1982). In most cases, volunteers are not trained professional care providers, yet they provided though restricted services to the patients and family members. They also visit homes, provide essential nursing administrations, health education as well as offer guiding and counseling session. They also provided nutritional monitoring services together with some psychosocial support to the infected and affected families (Kronenfeld, 1982). With the current diminishing global funding for the HIV/AIDS containment and dramatic increase in the reliance on HBC throughout Africa (ILO, 2011) and other parts of the world, a rich understanding on how HBC is practiced is essential. Thus, this study sought to establish the components and benefits of HBC of HIV/AIDS patients in Kenya's rural context.

2. Methodology

The study employed cross-sectional survey research design. The design was appropriate since it allows data collection from a sample which is statistically representative (Owens, 2002) and makes use of questionnaire method. Further, the design allows use of quantitative approach in analysis. The target population included members of local communities in Butula Division and health care providers. Cluster and random sampling procedure were used to arrive at three hundred and seventy seven respondents from the division. The division was first clustered into its locations from which a list of households was prepared. A representative number of respondents were picked from the list using simple random sampling procedure. Data were collected using questionnaire method. The choice of this method was informed by the following reasons: administration is comparatively inexpensive and easy even when gathering data from large numbers of people spread over wide geographic area, reduces chance of the researcher's bias because the same questions are asked of all respondents and is easy to code and tabulate data. Descriptive statistics were used to report the findings. A statistical application, namely IBM SPSS aided data processing. The processed data were reported using frequencies and percentages and summarized using Tables and Figures.

3. Results

3.1 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents included sex and age. Out of the three hundred and seventy seven respondents who took part in the study, 32% of them were male. The remaining 68% were female. The age distributions showed that majority of them, (62%) were between the ages of 21 to 25 years.

3.2 Components of Home Based Care

The study sought to establish the major components of Home Based Care of HIV/AIDS patients among the people of Butula Division in Kenya. In order to assess the knowledge of these components, respondents were asked to identify them.

Table 1
Components of Home-Based Care for HAPs

Componets	Frequency	Percentages
Counselling	132	35
Nutrition	91	24
Social support systems	75	20
Nursing	41	11
Treatment	38	10
Total	377	100

As illustrated in Table 1, about one third of the respondents, (31%) recognized counselling as one of the key components of HBC. Another 20% of the respondents indicated that nutrition was also a key component. Other components included social support systems (20%), nursing (11%) and treatment (10%).

3.3 Practices of Home-Based Care for HAPs

The study examined knowledge of various key practices of HBC of HAPs in Butula Division. The practices covered included referral systems of HBC, medication and Nursing of the HAPs.

3.3.1 Referral system practice

In reference to the referral system as a practice of HBC, 41% of the respondents indicated that they had no knowledge of its existence. Another 34% were aware of the practice while 25% indicated that the practice did not exist at all.

3.3.2 Medication of HAPs

The respondents were also asked to indicate about the practice of medication and its sources. These included government health centres and hospitals, community health centres and Traditional herbal medicine practitioners.

Table 2
Sources of medication for the HAPs

Sources of medication for HAPs	Frequency	Percentage
Government health centres	122	32
Community health centres	232	62
Traditional herbal medicine practitioners	23	6
Total	377	100

As illustrated by Table 2, about a two third (62%) of the respondents indicated that their main source of medication was community health centres. Another source of medication as indicated by 32% of the respondents was government health centres and hospitals. Only 6% indicated that their source of medication was traditional herbal medicine.

3.3.3 Nursing of the HAPs

Under Nursing of the PLWHAs practice, the study considered the issue of HAPs nursing persons and the nursing protective gears used for HAPs.

The main nursing persons for HAPs as established by the study were relatives (61%), and community health workers (32%). Other persons included church members (5%) and friends (2%).

In regards to nursing protective gears used for HAPs, the study found that over two third (75%) of the respondents indicated that nursing agents used gloves and/or protective clothing. Others indicated that the practice was done with bare hands (18%) and nylon papers (7%).

3.4 Benefits of home based care of HAPs

The study was interested in establishing the key benefits of Home Based Care of HAPs in Butula. The distribution of the respondents on the key benefits of HBC is shown by Table 3.

Table 3
Benefits of Home Based Care

Benefits of HBC	Frequency	Percentage
Patients nursed in familiar environment	153	41
Affordable	113	31
Close support from family and relatives	54	14
Other benefits (flexible visitations, easy access to patients, helps in reducing stigmatization)	57	14
Total	377	100

Over one third (41%) of the respondents indicated that the key benefit of HBC was that the patients are nursed in familiar environment. Another 31% of the respondents indicated that affordability was also a key benefit. Other benefits as indicated by a few others included close support from family and relatives, flexible visitations, easy access to patients and stigmatization reduction.

4. Discussion

There are various components of HBC. According to National Guidelines for the Clinical Management of HIV/AIDS [NACIP] (2005), HBC components include the following: Treatment of opportunistic infections, nursing care, monitoring for early side effects, medication, Nutritional care, Hygiene, Exercises, Emotional support, Social support, Spiritual support, Legal support, Economic support. About one third (31%) of the respondents in this study, indicated that counselling was one of the key components of HBC of HAPs in Butula.

Counselling has been shown to be the most effective gateway for getting those who tested HIV-positive into care at an early stage of HIV disease, before they became ill (Leach-Lemens, 2012). Thus, it remains to be a major component of HBC. Another key component indicated by 20% of the respondents was nutrition. According to Education Training Unit [ETU], (2003), good nutrition is one of the most important ways of strengthening the immune system for HIV/ADS patients. Thus, it can also be considered as a key component as identified by some of the respondents. In essence, counselling without nutritional accompaniment is meaningless.

The study examined the key practices of HBC, namely referral systems of HBC, medication and Nursing of the HAPs Referral systems form one of the key element for an effective continuum of care for HIV/AIDS patients. Therefore it remains to be a vital element in the practice of HBC for HAPs The finding of this study, however, showed that almost half (41%) of the respondents were not aware of the practice, which could imply low penetration and lack of sound referral systems of HAPs in Butula. Family Health International (2005) observes that low resource areas lack sound referral networks for comprehensive HIV care. Butula experience thus appeared not to be an isolated case.

Medication is another common practice of HBC. The study showed that the main source of the medication as a key practice of HBC was community based health centres (62%). This could be attributed to the fact that Community Based organizations play a critical role in community health interventions. As such, the Community health centres become the main sources of medication in Home Based Care for HAPs in rural set up like Butula.

Nursing was another common practice in HBC of HAPs according to 61% of the respondents in the study; relatives were the main nursing persons in HBC of HAPs. Other studies also showed similar trend where relatives have been found to have the largest share of contribution in HBC of PLWHAs (NASCO, 2000; Kija 2011; Avert, 2012). According to Avert, (2012), much of the care for people living HIV and AIDS is provided at home by relatives, friends and care givers from community based organizations.

There are various benefits that come with HBC for HAPs. From the study, nearly half (41%) of the respondents indicated that through HBC, patients are nursed in familiar environment. HBC is also shown to be considerably affordable and the patients get easy support from family members and friends. The study also found that HBC helps in stigma reduction. Earlier studies showed related findings. A study by Tanzania Commission for AIDS, (2015) revealed that HBC has benefits to the patients and family as well as the community at large. Through this program, the financial expenses of caring for patients away from the family are also reduced. For the family, HBC helps hold the families together with the objective of caring for the patient as well as assisting the family to accept the patient's conditions. It reduces costs of care as well as enabling the family to attend to other tasks as they care for the patient.

In the same vein, another study by Akintola (2006) indicated that owing to the rapidly diminishing capacity of many nations' health sectors which basically cannot contain the increasingly ballooning HIV/AIDS epidemic, HBC thus becomes palatable means to put the citizen's lives in the right course. Further, Ogden, Esim and Grown (2006) observed that HBC program keep the patients from being exposed to hospital-based infectious diseases as well as allow the terminally ill patients to spend their final moments of their lives with their family members. Through HBC program, the care givers are also in a position to work even as they care for the sick. According to Mabude (2008), HBC at times may results as a necessity rather than a voluntary choice for the patients. This can be attributed to the fear of stigma and discrimination from health care practitioners directly especially to the HIV/AIDS patients which can somehow can deter people to seek care in the hospital setting.

5. Conclusions and Recommendations

Based on the key findings, the study concludes the following:

The success of the HBC program is hinged primarily on the successful execution of every component including community physical, emotional and social support components which are inherently interrelated.

The good gains of HBC in rural settings can be thwarted if sound HBC practices such as referral system, medication and nursing are not closely supported.

Without full government support of HBC, the full realization of the potentials and benefits of Home Based Care may not be achieved.

To ensure adequate knowledge of the various components of HBC among the local community of Butula, Health institution in collaboration with Community Based Organizations (CBO) are to come up with awareness and sensitization programs. To this end, additional resources in terms of personnel and finance may be required to ensure the sustainability of these programs.

The government initiatives geared towards attainment of national health objectives should be well structured and collaborated to ensure the various components of HBC are effectively executed. These government initiatives should primarily focus on the importance of collaborating the local community in the fore-front workforce to ensure continuity and sustainability of the program. This will call for adequate integration of both the informal and formal referral systems. Moreover, the general public and health care providers should be educated on the importance of cost effective functional referral systems. To ensure enshrined importance of HBC, private health facilities should be encouraged to refer back patients to HBC services. In addition, a dialogue should be initiated between private medical providers on how they can adequately fit in the community health care referral framework.

Granted the overall benefits of HBC as an alternative approach of caring for patients with HIV/AIDS, the government and all the other stakeholders need to closely monitor and so evaluate the progress of the program in the particular community. This is essential to determine the achievements in light of the expected outcome and all the other input and out-put related factors and provisions.

Most importantly, the community at large should be adequately be informed and properly sensitized so that every community member identifies him/herself as the core drives of the HBC initiative. The community should satisfactorily understand the benefits of Home Based Care and the role they play in the sustainability of the program.

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