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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.

We are approaching the final quarter of the year and how wonderful it has been so far in the publishing arena. In the field of education, it is time to sit back and reflect on where we are and where we want to go in terms of contributing to knowledge, well aware that the field of research continues to grow by leaps and bounds. For us at the African Research Journal of Education and Social Sciences, our message is very clear, whether a student of research, faculty member, practitioner or a scholar – "**publish or perish**!"

In this maiden volume, we specifically focus on issues that impact the fields of Education and Social Sciences in Africa's context. The volume covers the aspects of academic institutions' growth, especially in the context of public universities and also highlights the role of head teachers as human resource managers in primary level education. Moreover, the volume looks at the social issues concerning the youths in the 21st century.

At ARJESS, we cannot thank all our readers, promoters and supporters enough for the past decade we have been in existence. The support we receive has exceeded our expectations and to all we say "Thank you so much!"

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The Plight of Youth in the 21st Century: Key Issues and Interventions in a Developing Economy's Perspective

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Abstract

The issues surrounding youth are as old as humanity. However, the issues facing youth in the 21st Century are far much different from issues of youth in the yester centuries. The main purpose of this study was not only to unpack the key issues facing youth in the 21st century in a developing economy's perspective, but also to suggest the strategies that can be adopted to address these issues. Descriptive survey research design was used in the study. The target population included youth and parents/guardians in Ngong', a town situated in the Southwest of Nairobi in Kenya. The sample size included six hundred and thirty (n=630) youth and thirty-two (n=32) parents and guardians. The random sampling procedure was used to select the group of youth who took part in the study while purposive sampling procedure was used to select the parents and guardians. The data collection methods used included a questionnaire and Focus Group Discussion (FGD). 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 in simple frequencies and percentages. Tables and figures were used to summarize data. Qualitative data collected using FGD were analyzed using a qualitative data analysis technique and reported in narrative form. The study revealed that the key issues facing youth in the 21st Century among the developing economies like Kenya included but not limited to lack of unemployment, lack of basic youth support services like funding, substance abuse, youth reproductive health issues and breaking of family and societal value system. The study suggests the local governments, development partners and communities to design local youth programs (including society and family value building programs), create youth agencies and task forces, and initiate a policy driven youth agenda to address the plight of youth in the 21st century.

Keywords: youth issues today, plight of youth, Kenya youth issues, youth issues interventions, youth unemployment, youth drug abuse, youth substance abuse, youth reproductive health issue, youth sustainability

1.0 Introduction

Youth is the period of human development which occurs between childhood and adulthood. The typical age bracket for youth is 18 to 30 years, although various countries and institutions may adjust the age brackets higher or lower to suit their particular concerns. In Kenya, the official definition of youth is the period between the ages of 18 and 35 years (KNBS, 2010).

The issues surrounding youth are as old as humanity. However, the issues facing youth in the 21st Century are far much different from issues of youth in the yester centuries. Examining the Kenya's youth issues perspective could unpack the pronounced yet underlying issues.

Literature review reveals that there are myriad issues that continue to face youth in developing economies like Kenya today. These include but not limited to unemployment (UN Habitat, 2006), fragile livelihoods, HIV/AIDS and sexuality, abuse and exploitation, crime and violence. This would therefore imply that interventions should be directed towards the areas of policies (ILO, 2004), sexual/reproductive health, HIV/AIDS, substance abuse, creation of livelihood opportunities, crime, political domain and recreation and entertainment.

There is no doubt that certain efforts have been made towards addressing the plight of youth. However, developing economies like Kenya are still grappling with numerous youth issues of varied magnitude. Identifying and prioritizing the key issues facing youth could therefore provide the road map towards youth sustainability not only in Kenya, but also in other developing economies.

While it is evident that there are various 'known' issues facing youth in Kenya of 21st century, there are still a number of underlying and an undressed issue that continue to threaten the well-being of today's and tomorrow's society which rests upon the wellness of today's youth. The past and in essence, the present interventions have neither addressed the plight of contemporary youth. Therefore, the main objective of this study was not only to unpack the key issues facing youth in the 21st century in developing economy's perspective, but also to suggest the strategies that can be adopted to address these issues.

2.0 Methodology

Descriptive survey research design was used in the study. The design was found appropriate given the nature of the target population and sample frame. Further, the design was also suitable owing to its quantitative strength (Owens, 1991), its mode of data collection and its potential towards generalization of the findings to a larger population. Thus, the findings on the issues facing youth and interventions to address the same could be generalized.

The target population included youth and parents/guardians in Ngong town, an upcoming suburb situated in southwest of Nairobi.

The random sampling procedure was used to arrive at a representative number of youth in the selected centers of worship and Ngong town. The study reached a total number of four hundred and eighty-nine (489) youth who attended church services. Another group of one hundred and forty-one (141) youth was randomly selected from Ngong'. The sample was made up of the youth in the streets, hotel, and entertainment joints. The research assistants personally assisted the respondents in answering the questionnaire.

Purposive sampling procedure on the other hand was used to arrive at the sample of parents and guardians who attended church services in Ngong'. These were selected to participate in the Focus Group Discussion (FGD). In sampling the participants, the researcher was assisted by the church ushers. The total number of those who were selected included thirty-two (n=32) parents and guardians. The researcher grouped them into 4 groups, each having 8 members. It was believed that a group between 7 to 10 individuals would provide a setting for effective communication and decision making (Witkin & Altschuld, 1995). The focus groups assisted the researcher with provision of information on the key issues and concerns facing the youth and information on the interventions to the issues.

Questionnaire and Focus Group Discussion methods were used to collect data from youth and parents respectively. The questionnaire for youth was structured while the interview schedule used in the FGD was open-ended. The instruments covered demographic characteristics of the respondents and items on youth issues and interventions.

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 in simple frequencies and percentages. Tables and figures were used to summarize data. Qualitative data collected using FGD were analyzed using a qualitative data analysis technique. The researcher's work was made easier by the fact the data collected from the focus groups was already sorted out during the open forum. The main points that were noted down were used for qualitative analysis.

3.0 Results

3.1 Demographic Characteristics of the Respondents
The majority (61%) of the youth who took part in the study were between the ages of 15 and 25 years. Slightly more than half (56%) of them were males. The vast majority (83%) had acquired secondary and tertiary education. Only 16% of them were married. In terms of job placement, only 19% of them had formal employment while 14.3% had no any form of employment.

The background information for parents and guardians showed that 69% of them were female while the remaining 31% were male. The majority of them were teachers and others were engaged in small informal businesses.

3.2 Family Issues facing Youth

The following were the theorized family related parameters from which the data were collected about family issues affecting youth in the 21st Century: praying together, eating together, family gatherings and recreation together. Figure 1 shows the distribution of youth on whether they participated in various family related activities.
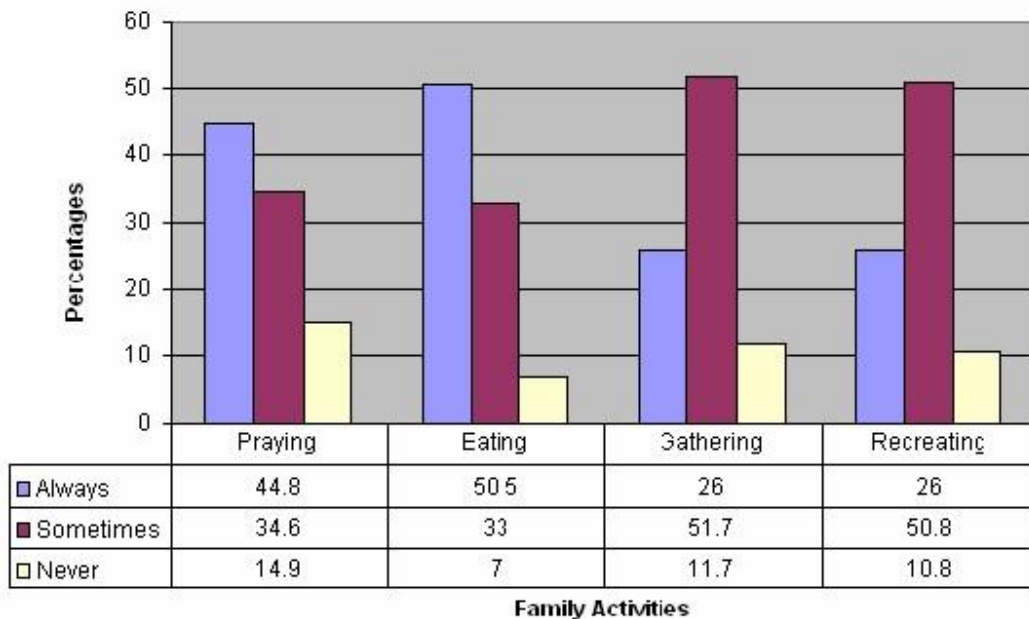

	Praying	Eating	Gathering	Recreating
■ Always	44.8	50.5	26	26
■ Sometimes	34.6	33	51.7	50.8
□ Never	14.9	7	11.7	10.8

Family Activities

Figure 1: Whether families prayed, ate, gathered or recreated together

On the family activities, 15% of the youth indicated that they had never prayed together with their families, 11.7% had never held family gatherings, 10.8% had never recreated and 7% had never dined together. This could imply that parents did not often gather or pray or even recreate together with their children. Lack of close knit families could therefore be the undoing of today's developing society.

3.3 Socio-economic Issues Facing Youth

The following were among the predetermined issues from which the data were collected about socioeconomic issues facing the youth in the 21st Century. These issues were ranked according to their order of priority. Those, which were ticked as most urgent, were the most pressing issues that needed immediate attention. The social-economic issues included unemployment,

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lack of funding, substance abuse, school dropout, crime, poor moral standards and lack of spiritual commitment. Figure 2 shows the distribution of youth on the issues.
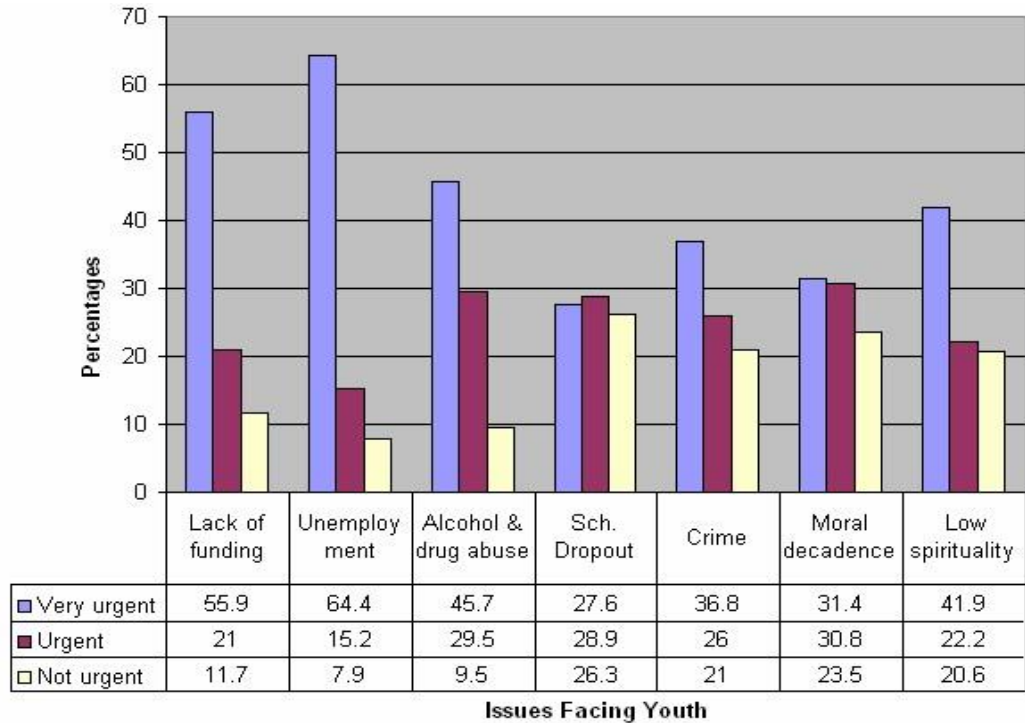

	Lack of funding	Unemploy ment	Alcohol & drug abuse	Sch. Dropout	Crime	Moral decadence	Low spirituality
☐ Very urgent	55.9	64.4	45.7	27.6	36.8	31.4	41.9
☐ Urgent	21	15.2	29.5	28.9	26	30.8	22.2
☐ Not urgent	11.7	7.9	9.5	26.3	21	23.5	20.6

Issues Facing Youth

Figure 2: Social-economic issues facing youth

On prioritizing the main social-economic issues facing youth in the 21st Century based on "very urgent", the following order emerged: first, unemployment (64.4%); second, lack of funding (55.9%), third, alcohol and drug abuse (45.7%); fourth, low spiritual commitment (41.9%); fifth, crime (36.8); sixth moral decadence (31.4%) and seventh, school dropout at 27.6%.

In order to clearly show and rank the key underlying issues facing youth in the 21st Century growing economies, the distribution of youth regarding the most urgent issues was further tabulated. Table 1 shows youth issues prioritization ranking percentage based on the 'urgency' responses.

Table 1

Youth issue-priority ranking percentage (n=630)

Item	Percentage
Unemployment	64.4
Lack of Funding (youth services)	55.9
Substance abuse (alcohol and drugs)	45.7
Low spiritual commitment	41.9
Increase in crime	36.8
Moral decadence	31.4
School dropout	27.6

From the issue-priority ranking, it was evident that the top most key issues facing youth in the 21ˢᵗ Century among the developing economies like Kenya included unemployment, lack of basic youth support services like funding and substance abuse.

3.4 Parents' and Guardian's Responses on the Plight of Youth
The data collected from the Focus Group Discussion based on the questions asked about the major issues facing youth today, were qualitatively analyzed. The following issues were singled out: unemployment, lack of youth services and funding opportunities, alcohol and drug abuse, crime and violence, lack of awareness on reproductive health, inadequate attention from the parents, lack of role models in the society, school dropout, social stratification in terms of economic and social background, negative peer influence, wide generation gap between the parents and children and identity crisis.

The feedback from parents and guardians about the major issues facing youth in developing economies like Kenya were quite much consistent with what the youth who took part in the study indicated. Most of the participants were in agreement that the key issues facing youth included high rates of unemployment, lack of adequate youth services and funding opportunities, alcohol and drug abuse, crime and violence, low reproductive health knowledge and lack of role models in the society.

3.5 Interventions to Address the Key Issues Facing Youth
The interventions to the issues facing youth in developing economies like Kenya were analyzed both quantitatively and qualitatively. The data collected from the youth were analyzed quantitatively while data from FGD were qualitatively analyzed.

The data collected from youth about the interventions to the problems facing youth included initiating the following: initiating self-help groups, increasing youth funding channels,

supporting entertainment industry, introducing informal entrepreneurship training programs, organizing youth retreats, initiating and supporting income generating projects.

Table 2

Interventions to address key issues facing youth in developing economies (n=630)

Item	Frequency	Percentage
Supporting youth self-help groups	468	74
Offering general support of youth micro-enterprises	338	54
Organizing youth retreats	122	19
Increasing youth funding channels	78	12
Supporting entertainment industry	18	3

The key interventions that were suggested by the majority of youth who took part in the study included supporting youth self-help groups (74%) and offering general support of youth micro-enterprises (54%). A considerable percentage (19%) indicated that organizing youth retreats could also help in addressing the key issues facing youth today. This could have driven by the fact that youth today lack self-introspection and objective driven approach to life. Thus, such approaches could help in addressing some of the key underlying issues characterized by the wave of globalization.

Parents and guardians on the other hand suggested various interventions that could be put in place to address the plight of youth. They suggested that youth seminars/workshops covering various thematic issues could help address some of the key underlying issues. They also pointed out that entertainment programs could be introduced including but not limited to Youth Talents Shows, Music, Poetry, Sports among others. Such initiatives should be coupled with educational programs.

Parents also suggested the introduction of guidance and counseling offices to take care of youth counseling, career guidance and job placement needs. Further, they reiterated that the initiation of endowment funds by various development partners could also support youth enterprises. Since youth are characterized by inconstancies, the participants further suggested that youth enterprises support mechanisms should be set to continually monitor and evaluate youth driven projects to ensure sustainability.

4.0 Discussion
The finding of this study on the issue of youth unemployment as being key and critical issue facing youth in the 21st Century is not new. Youth unemployment in the world currently stands at two or more times the rate of adult population, a fact that is consistent in both developed and

developing countries. According to ILO (2010) findings, the youth unemployment issue is a global issue which is prevalent in both developed and developing economies. However, the problem is much more acute in developing economies like Kenya which are still trying to address other economic, social and political concerns. Thus, the issue of youth unemployment is likely to continue taking center stage in many developing economies of the world in the next couple of decades.

Substance abuse among both adults and youth is another common issue. However, with increasing levels of stress due to the demands of modern day life, the rates of substance abuse are on the increase. In this study, almost half of youth (45.7%) indicated that substance abuse was a key and one of the most pressing issues facing youth today. This finding is consistent with earlier literature which shows that alcohol use and drug abuse among youth in Kenya is on the increase (NACADA, 2012). Bearing in mind that the majority of youth have no constant source of income, taking of alcohol and other drugs not only exposes them to health problems but to social problems. Thus, there is a need for tangible interventions, including designing and implementation of sound youth drug abuse policy framework.

This study further revealed that reproductive health concern among youth in developing economies is among the key issues facing youth in the 21st Century. Today, more than ever before, the plight of youth in dealing with reproductive health concerns is far much deeper owing to various threats such as HIV/AIDS prevalence, globalization and the erosion of moral values that traditionally held the society morally together
(Wahab, Odunsi, & Ajiboye, 2012). Reproductive health concerns that include but not limited to lack of adequate knowledge about sexuality, HIV/AIDS, teenage pregnancies and abortion are key and real issues facing developing economies like Kenya. The need for counter-interventions is therefore a matter of urgency rather than choice.

Another key issue facing youth today is the lack of cohesion in the family unit. This was evident from the extent of youth participation in key family activities like praying together, eating, gathering and recreating together. A substantial percentage of youth indicated that they never participated in these family activities. This was also echoed by parents and guardians who participated in the study. The family as a unit of nature and nurture has been compounded with numerous challenges. Traditional societal values that held the family together in Africa's context are today profoundly threatened by the social-economic demands (Bigombe & Khadiagal, 2002) of the 21st century. Thus, interventions to address youth issues are expected to be much shaped by changing family and societal value system. There is a need for interventions to be geared much more towards influencing key family and societal values. Without such interventions, there is a high likelihood of 'things falling apart' and 'the center no longer holding' in the society of 21st and later Centuries.

5.0 Conclusions and Recommendations

5.1 Conclusions

The scores with the highest percentage resulting from the analysis of the responses of youth on the level of urgency regarding the main issues facing youth represent the highest priority areas. These include prioritizing youth employment, youth support services including funding and substance abuse interventions.

Owing to the fast changing dynamics in the society, it is not enough to put in place youth issues interventions mechanisms without closely reinforcing the values of the family unit which is the foundation of youth well-being.

Some unintended outcomes of this study included the following:

- Education and awareness - not only did parents get involved in focus group discussion but also they learnt about research application from the data collection process and also became much aware of youth issues and concerns,
- Networking - focus group participants learnt from each other and built professional and personal relationships that could develop into future collaborative local programming efforts and
- Program design - as a result of the focus group session, some participants indicated that they were planning to use the information in initiating youth programs and projects.

5.2 Recommendations

The study suggested networking initiatives to be undertaken by members of local communities and development partners. Determining if similar youth issues and concerns are being confronted by other communities in developing economies would be helpful in planning and implementing programming efforts. For instance, if other neighboring communities are already addressing some of the identified top youth priority issues, the immediate study community might also learn and benefit from their experiences.

Communicating the findings of the study to people via various channels of communication like chief *barazas* (meetings) church groups and other forums like media might help in creating awareness which may result to certain measures being undertaken.

The findings of the study are also expected to help the local governments, development partners and communities to design local youth programs (including society and family value building programs, create youth agencies and task forces, and initiate a policy driven youth agenda to address the plight of youth in the 21st century.

5.3 Recommendations for further studies

While this study endeavored to examine the key issues facing youth in the 21st Century from a developing economy's perspective, the study did not exhaustively explore the issue of family and its impact on youth well-being. Thus, there is need to conduct further studies on the impact of structural fabrics of African family on youth development.

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Influence of Strategic Institutional Parameters on the Growth of Academic Institutions in the Context of One Selected Public University in Kenya

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Abstract
In order to manage the organizations effectively and to enhance their growth, strategic planning on key institutional parameters, is essential. The main purpose of this study was to investigate the influence of strategic institutional parameters on the growth of academic institutions in the context of one selected public university in Kenya. The study sought to establish the influence of the mode of study, university programmes, resource allocation and stakeholders' involvement on growth of the selected university. The study employed mixed research design. Stratified random and purposive sampling procedures were used to select a representative number of respondents, who included the director, deputy director, registrar, 10 lecturers and 50 students. In total there were sixty-three (N=63) respondents out of whom forty (40) responded. Questionnaire, interview and document analysis methods of data collection were used. The collected data were analyzed using quantitative and qualitative approaches. Quantitative data were analyzed with the help of SPSS. Qualitative data on the other hand was reported in a narrative form. From the analysis, the study revealed that the strategic planning of various institutional parameters including the university mode of study, university programmes, resource allocation and stakeholders' involvement, had a direct impact on the growth of the academic institution. The study suggested the adoption of

strategic planning as a management tool that can be used to address strategic institutional issues which hinder effective realization of academic institutions' strategic objectives.

Keywords: Academic institutions strategic planning, Academic institutional growth, planning for university growth, Academic institutional growth issues, Addressing strategic academic institutional issues, University study modes impact, University enrolment impact, university programmes impact, university stakeholders' involvement impact

1. Introduction

University education has experienced a notable shift from the time it began in Kenya in 1963, with 571 students enrolled in Nairobi University College (Weidman, 1995). Initially, public universities used to be free with the government catering for both tuition and living expenses with a view of creating highly trained Manpower. Universities were established through an act of parliament as the Kenyan government realized the need for higher education. University education has, however, undergone tremendous changes since inception (Ngolovoi, 2006). The need to regulate, coordinate and assure quality in higher education was felt in Kenya as a result of the rapid growth and expansion experienced in the sub-sector prior to the establishment of the Commission for Higher Education (CHE) in 1985. Registration, categorization, standardization, validation, harmonization and supervision of universities are done by CHE, which has since transformed to Commission for University Education (CUE) (CUE, 2012).

The need for public universities in Kenya to remain relevant and competitive among the ever increasing private universities has led to a dire need for strategic planning in most public universities. In today's highly competitive business environment, budget-oriented planning or forecast-based planning methods are insufficient for these public universities to survive and prosper. Public universities need strategic planning to enable top management to align the resources they have in the most efficient manner so that their objectives can be achieved, while they remain competitive. In order to manage the public universities effectively and to enhance their growth, examination of key institutional operation's parameters and strategic planning is essential (Abagi, 1995). Given this, the study intended to examine the influence of key strategic institutional parameters on the growth of academic institutions in the context of one selected public university in Kenya. The selected institution, having gone through strategic planning, was deemed to provide a typical case for examining various institutional strategic parameters, including mode of study, university programmes, university resource allocation and stakeholders' involvement, which are likely to influence the growth of an academic institution.

2. Methodology

In this study, mixed research design, which employed both quantitative and qualitative approaches (Creswell, 2003) was used. Stratified random and purposive sampling procedures were used to select a representative number of respondents, who included the director, deputy director, registrar,

10 lecturers and 50 students from one selected institution of higher learning. In total, there were sixty-three (N=63) respondents out of whom forty (40) responded.

Questionnaire and interview guides were used as the key data collection instruments. The researcher administered questionnaire to the students. On the other hand, structured interviews with key respondents, who included the director, deputy director and the registrar, were also used for the purpose of gathering in-depth information. Data were gathered from both primary and secondary sources.

The collected data were analyzed using both quantitative and qualitative data analysis approaches. The quantitative data generated from the students' questionnaire were analyzed with the help of SPSS. This enabled the researcher to easily present the findings in frequencies and percentages. Tables were mainly used to summarize the analyzed data. On the other hand, the qualitative data obtained from the interview were reported in a narrative form. The qualitative data were used for reinforcing the quantitative data.

3. Results
3.1 Background characteristics
The number of male compared to female respondents was higher than that of the female. Majority, 62.5% were male while 37.5% were female students.

The study found that majority of students, (20) were aged between 21 and 30 years. There were however, a few of them (12) who were between 18 to 20 years. This could be attributed to the changes in years of school entrance. In terms of the students' level of education, it was found that there were twenty-two undergraduate students, ten Master's Students who took part in the study.

Out of the five lecturers who took part in the study, three were male while the remaining two were female. Two of them worked full-time and, three others worked as part time lecturers. All had a working experience exceeding five years. For the purpose of strategic positioning, a good number of universities are recruiting part time lectures.

There were three management staff members who took part in the study who included the director, deputy director and registrar. Two of them were male while only 1 was a female. Two of them indicated that they were involved in the strategic planning process during the set-up of the institution.

3.2 Extent to which strategic planning of the mode of study influences growth of an institution
This study sought to find out the extent to which strategic planning on the mode of study led to an increase in students' enrolment in the study institution. The study revealed that the institution took on students in the Self Sponsored Students Programs (SSP). In this mode of study, enrolments are not pegged on Joint Admission Board (JAB), and one applies to the institution directly. As a result,

the study revealed that students applied to the institution at a time that is convenient for their studies. The institution had full-time students most of whom were pursuing their first degree. The institution had also evening classes' mode of study, which mostly catered for the working class individuals. This covered both undergraduate and Masters Level. There were also weekend classes, which catered for the post graduate level students. According to the management, strategic planning of this mode of mainly contributed to the growth of the institution in terms of enrolment.

In order to get an overall picture of the impact of strategic planning of the mode of study on institutional growth, the students were asked to indicate to which extent it influenced. Figure 1 shows their distribution.

Figure 1
Students' response on the extent to which strategic planning of the growth of institution mode of study influences
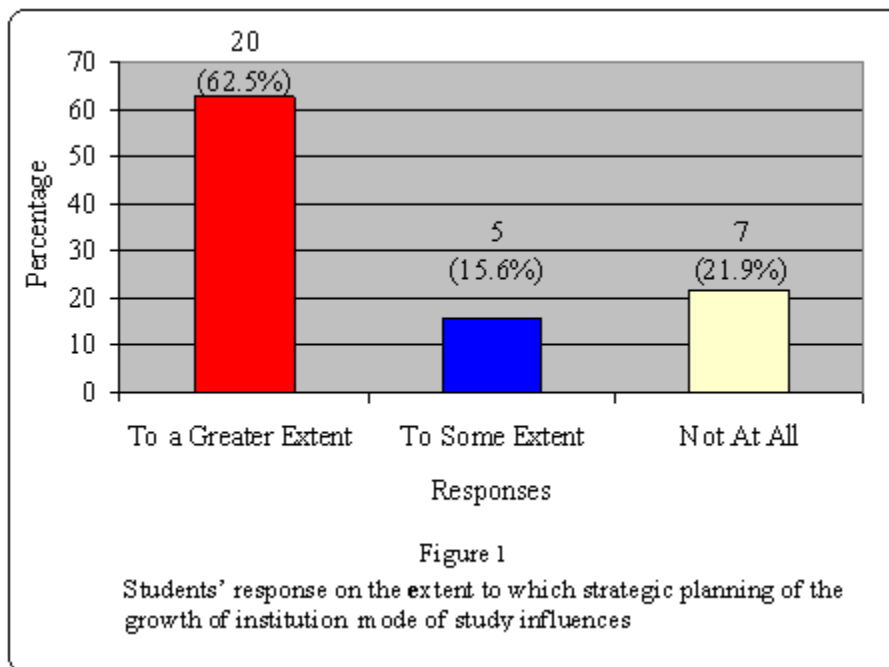
Majority of the students, (62.5%) indicated that the mode of study did influence their enrolment in the institution to a greater extent and therefore, the growth of the institution. This was further supported by a few of the students (15%) who agreed that their enrollment in the institution was influenced by the mode of study to some extent. Thus, the study concluded that the strategic adoption of the mode of study by institutions of higher learning enhances the growth of an institution.

3.3 Influence of strategic design and implementation of programmes on the growth of an institution

This study sought to establish the influence of strategic programmes' design and implementation on the growth of the institution under study. Table 1 shows the distribution of students pertaining to the influence of programmes' design and implementation on growth of the institution.

Table 1
Distribution of the students on the influence of programmes' design and implementation on the growth of the university

Statements	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Programme Offered	20	62.5	8	25	2	6.3	2	6.3
Duration of study (programme)	8	25	15	46.9	4	12.5	5	15.6

As shown by the Table 1, majority of the respondents (62.5%) strongly agreed that the program offered did influence their enrollment in the institution. However, a few of them (12.6%) either disagreed or strongly disagreed that their enrollment to the institution was directly influenced by the program offered.

Concerning the duration of the programme, a vast majority of students, (71.9%) either strongly agreed or agreed that it did influence their enrolment to the institution and therefore, its growth. However, slightly more than a quarter (28.1%) of them differed implying that the duration did not necessarily influence their enrolment.

The management on the hand also agreed that the number of programmes offered at the institution under study had risen from 4 at its inception to about 22. However, it was noted that the number of programmes is yet to be increased, and plans are underway to do so.

3.4 Influence of strategic resource allocation on the growth of an institution
This study was also interested in establishing how resource allocation influenced the growth of the academic institution. The resource allocations that were looked into included the financial resources, human resource and physical resources occupied by the institution.

Financial resources issue
As shown by the summarized tabulation of the financial documents of the institution under study that were analyzed, it was evident that the institution had multiple sources of funds.

Table 2

University's Funding and Expenditure for the period 2006/07-2008/09

| Financial Year	Budget Submission	Government Capitation	Appropriations-In-Aid	Actual Expenditure
2006/2007	3,592,321,063	881,070,048	980,046,960	1,848,306,373
2007/2008	5,709,352,329	881,071,048	1,160,528,072	2,040,874,491
2008/2009	4,463,798,056	881,071,048	1,708,958,032	2,500,000,000
Source: Case Institution Strategic Plan, 2009-2012				

As shown by Table 2, over the period from 2006 - 2009, government capitation for the institution under study had remained between Ksh. 881,070,048 and Ksh. 881,071,048. This did not match the budget submission by the University of Ksh. 3,592,321,063 just like in the subsequent years. The institution continued to receive low capitation from government funding, thus making it look for alternative revenue generating activities in order to realize its strategic objectives. This included such sources as fees from students who contributed Ksh. 980,046,960 in 2006/2007. This increased by 18.4% in 2007/2008 and 47.3% in 2008/2009. Owing to the financial shortfall, the institution under study was compelled to look for alternative sources of funds, including aid and establishment of new campuses. This strategic move eventually led to the growth of the institution.

Strategic allocation of human and physical resources-
Upon examining the human-resource pool of the institution under study, it was evident that the institution experienced shortfall. The documents analyzed showed an increase on the number of part time lecturers over years. This could be attributed to lack of adequate financial resources to meet the human-resource needs. According to the views of the management staff who took part in the study, human-resource issue is a strategic one and has an impact on the growth of the institution despite financial challenges. In reference to the physical resource allocation, students' responses revealed that strategic investment of the institution under study in facilities had a positive impact on the growth of the institution.

In order to gauge what students generally felt about the institution's resource allocation issue, they were asked to indicate the extent to which the strategic allocation of resources in the institution influenced its growth**.** Figure 2 shows the distribution of their responses**.**

Figure 2

Distribution of the students on the extent to which strategic resource allocation affected growth of the study institution
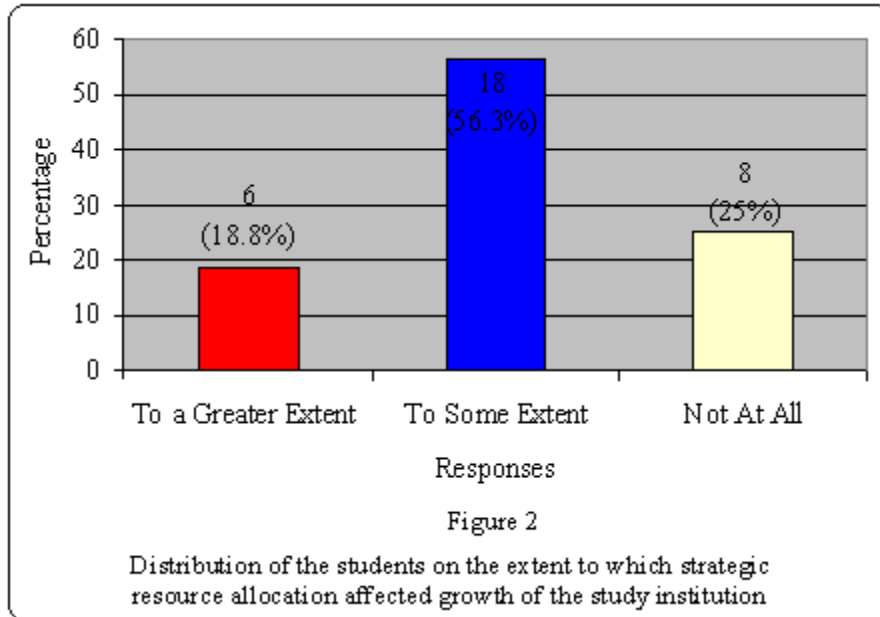
Slightly more than a half of the students, (56.3%) agreed that strategic allocation of resources by the institution positively impacted on its growth to some extent. However, a quarter of them, (25%) indicated that it did not influence as such. This could imply that there are other underlying factors that influenced the growth of the institution such as the mode of study and programmes.

3.5 Influence of the Stakeholders' Involvement on the Growth of an Institution

In terms of stakeholders' involvement, a vast majority of the students, (78.2%) either strongly agreed or agreed that the university's growth was, to some extent, influenced by the extent to which the stakeholders supported the vision and mission of the institution. The management also felt that the stakeholders' involvement should not be underestimated since they play a very important role in the overall growth of an institution. They strongly believed that the institutional stakeholders are critical to the success of any academic institution, and much so, the institution under study.

4. Discussion

The issue of programmes offered was raised by a majority of students, (62.5%) as to greatly influence their enrolment in the institution. This was noted to have a positive growth of the academic institution. The study established that enrolments in the case institution under study were pegged on the availability of the programme offered. This finding coincides with an earlier study carried out by Mwiria (2007) who argued that Kenya's public universities have academic programmes in which they appear to have a competitive advantage over others. These institutions

create a niche in their training and research programmes to remain sustainable, owing to inadequate funding from government. Thus, strategically establishing certain university programmes and varied modes of study can lead to the growth of higher institutions of learning.

Concerning parallel programmes in the universities, Ngolovoi (2008) observed that the parallel system was conveniently scheduled to take place in the evenings and weekends unlike the regular system and thus allowed for more students to attend classes at their own advantageous time, which, therefore, allowed for increasing enrolment to the university. Along this line, the current study revealed that the majority of the students were positive about a flexible mode of study. According to them, such a mode can lead to an increase in growth of academic institutions. Thus, institutions have to strategically position themselves in terms of programmes, mode of study and even location.

From the study, slightly more than half the students, (56.25%) were in agreement that resource allocation did influence the overall growth and enrollment of the students in the academic institution. An earlier study by Ngolovoi (2008) showed that the most difficult challenge facing the growth of university systems lies in the successful resolution of the tension between the efficient and effective allocation and utilization of existing resources. A strong strategy is therefore required to anticipate future efficient resource allocation and utilization, to meet the increased demand for university education. Strategic allocation of resources, including financial, human and physical, to some extent, influenced the growth of the institution under study.

The vast majority of the students, (78.2%) either strongly agreed or agreed that the institution's growth was influenced by the extent to which the stakeholders supported the vision and mission of the institution. These findings were consistent with Standa (2007) who in his study emphasized that there must be effective engagement with relevant stakeholders in order to gain their confidence. Lack of effective communication with them can be a hindrance to effective implementation of future plans and projects of any given institution. Along the same vein, Kotler and Fox, (1985) also underscores the importance of strategic analyses to understand and manage all stakeholders, including students, faculty, and donors.

5. Conclusions

Conclusions
From the findings, the study concluded the following:
For the institution to achieve a competitive advantage, it has to subscribe to the practice of strategic planning. The essence of strategic planning is to match its capabilities and competencies to competitive conditions of the external environment so that it keeps growing.

Strategic design and implementation of university programmes, has a potential of increasing students' enrolment in the institution. Further, the mode of study allows for students to attend

classes at their own advantageous time and therefore, allowing for an increase in students' enrolment thus the growth of the academic institution.

The findings of this study suggest that resource allocation, stakeholder roles, programmes offered and mode of study have a direct impact on growth of institutions. A strong strategy is therefore required for efficient resource allocation and utilization to meet the increased demand for university education. Such a strategy needs to be guided by effective strategic planning.

The study also concludes that stakeholders have a great role to play in the growth of academic institutions, and the stake they hold affect the success of the institution.

Members of staff should be involved in the strategic planning process if it is to succeed. They should be socialized to know that the strategy of the institution is linked to the main campus and be keen on any changes in direction. The strategies should be implemented, and monitoring and evaluation should be done as and when stipulated.

The institution should classify all its resources in terms of what is available and what is not, so that it seeks to meet the shortfall as it grows. Available human resources should be given more incentives to render services to the institution, while more should be recruited to meet the shortfall as the institution grows.

The university should increase the number of programmes to provide diversity as well as allow for more enrolments in the institution. The programmes should, however, be of quality and be able to meet students' learning needs.

The institutions of higher learning should strategically position themselves in terms of developing facilities, both virtual and physical in order to meet the ever increasing learning needs.

No institution can grow without stakeholders' involvement and support. Thus, universities should strategically position themselves to enter both public and private partnerships. They should establish more linkages with the industries for their growth and relevance in the market place.

Since this study examined the influence of institutional strategic parameters in the light of strategic planning on institutional growth, there is a need to examine external strategic issues, which affect the growth of public universities in developing countries.

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Role of Head Teachers in Human Resource Management in Public Primary Schools in Suba Sub County. Kenya

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Abstract

Best practices in human resource management are the hallmark of success in any progressive organization. However, the extent to which effective practices in human resource management have been employed in schools for quality education remains questionable. The principal aim of this study was to examine the role of Head Teachers in human resource management in public primary schools in Suba Sub County, Kenya. The study used a cross-sectional survey design. The sample consisted of seventy-four teachers and ten Head Teachers. Stratified random sampling procedure was used to arrive at the sample of schools, teachers and the Head Teachers who took part in the study. Descriptive statistics were used to present quantitative data while qualitative data were analyzed using content analysis approach. Statistical applications including SPSS and Ms Excel were used to compute statistical summaries for categorical data. From the analysis, the study revealed that Head Teachers acted as human resource managers through monitoring and evaluation of teachers, provision of safe and conducive working environments, development of the human resources through staff motivation, and teacher development through courses and training. The study recommended the Ministry of Education to develop tailor-made in-service programs geared towards the enhancement of school Head Teachers as institutional human resource managers for quality education and school effectiveness.

Keywords: Quality Education, school effectiveness, school human resource management, Head teachers' role, human resource management practice

1. Introduction

Education is a human right. Article 26 of Universal Declaration of Human Rights (UNESCO, 1948), states that "Education shall be free and shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms". At the World Education Forum in Dakar (2000), world leaders of 180 countries agreed that by 2015 all boys and girls of school-going age should be enrolled in school and be able to complete a quality Free Primary Education (FPE). These international agreed upon declarations imply that states are required to provide both access to primary education by making it free and compulsory and quality by ensuring education should fully develop learners and strengthen the respect for human rights and fundamental freedoms. The quality of education includes the proper management of resources available in the learning institutions that include human resources.

According to an observation made by Elwood, Holton and Trott (1996) Human Resources Development (HRD) framework views employees, as assets to the organization whose value is enhanced by development. HRD stresses developing individual potential and skills through courses and training to enhance or equip the staff with the relevant skills that lead to improved productivity both in quantity and quality. However, the extent to which effective interventions in human resource management have been employed in schools for quality education remains questionable. The principal aim of this study was to examine the role of Head Teachers in human resource management in public primary schools in Suba Sub County, Kenya.

2. Methodology

This study adopted a mixed method design to collect both qualitative and quantitative data. The design is useful in describing the characteristics of a large population making use of large samples, thus allowing the results to be representative of the target population even when analyzing multiple variables. Through a mixed methods approach, data was collected through questionnaires for the teachers and interviews for the head teachers. This study consisted of a vast area and a large target population of teachers in public primary schools in Suba District. The design was found appropriate in reaching out to the targeted population through the use of questionnaires and interview. The target population for this study consisted of 400 teachers and 84 head teachers from 84 public primary schools of Suba Sub county of Kenya. Of the 484 people in the population, a sample of 84 teachers and 10 head teachers' from10 public primary schools were selected. The total sample of the respondents were 90. However, only 74 teachers and all 10 head teaches responded to the research instruments with a 93% response rate.

The study applied both probability and non-probability sampling procedures to obtain the respondents for questionnaire and interviews. The research used simple random sampling and purposive sampling techniques. Ten schools were sampled using a cluster random sampling

procedure. The schools were first clustered in two divisions, namely Gwassi South and Gwassi North. Five schools were randomly picked from each of the two clusters, giving a total of ten schools. The sample must be as representative as possible of the population from which it is drawn. At least 10% of the total population can be considered as a representative sample (Gay, 1996). Thus, 12% of the accessible population is enough for the sample size. Hence, ten schools out of 84 schools were picked as a representative number. Within the cluster of randomly selected schools, purposive sampling procedure was used to arrive at 80 teachers. The class teachers from the upper classes, namely standards four to eight were selected. The Head Teachers from the 10 sampled schools were selected to participate in the study.

This study employed both questionnaires and interview guides to collect data from the sample populations. The questionnaires were used for soliciting data from the teachers. This is because the questionnaires can collect wide variety of data (Owen, 2002). The questionnaires for teachers were composed of several sections. An introductory section and instructions preceded the first section of the questionnaire. The first part of the questionnaire dealt with demographic characteristics of the respondents, while the other parts solicited information about the role of head teachers in human resource management in enhancing the quality of free primary education in Suba Sub County.

The interviews were used for soliciting data from the head teachers. The interview would give chance to probe for more and deeper information. The interview schedule contained both closed and open-ended questions. The first section of the guide contained the demographic factors of the respondents and then the second section concentrated more on the role of head teachers in human resource management on enhancing the quality of free primary education.

Collected data were analyzed using both quantitative and qualitative data analysis approaches. Quantitative approach involved the descriptive analyses such as frequencies and percentages. Data from questionnaire were coded and entered in the computer using Statistical Package for Social Science (SPSS) Version 11.5. Data collected through interviews from Head Teachers were analyzed qualitatively. Qualitative data generated from interviews were categorized in themes in accordance with the research questions and reported in narrative form along with quantitative presentation. The emerging themes of concern were integrated within the framework of the quantitative analysis.

3. Results

3.1 Demographic Characteristics

About two third (65%) of the teachers who took part in the study were male while the rest, slightly over a third (35%), were female. Over two third (68%) of them had an educational level of P1 Certificate, or the minimum recommended level of education for primary school teachers

in Kenya. A few of them (19%) were diploma holders. Moreover, 14% were form four leavers and had not attained the recommended level of education for primary school teachers. In terms of teaching experience, 70% of them had a teaching experience of 5 years and above. Almost a third of them (29%) had a teaching experience of 4 years and below.

3.2 How the Head Teachers Ensured Effective Human Resource Management in Schools

The study sought to examine how the Head Teachers ensured effective human resource management for quality education in primary schools in Suba District. To answer this objective, teachers were asked to indicate whether they Strongly Agreed (SA), Agreed (A), Neutral (N), Disagreed (D) or Strongly Disagreed (SD) with the various statements regarding the role of head teachers on human resource management. The provided Table shows the distribution of the respondents.

Distribution of Teachers on the Role of Head teachers on Human Resource Management

Human resource management roles	Agree		Undecided		Disagree	
	F	**%**	**F**	**%**	**F**	**%**
Head teacher is involved in monitoring and evaluation of teachers	63	84	3	4	8	12
Head teacher is responsible for provision of conducive working environment	49	65	7	10	18	25
Head teacher engagement in teacher motivation and promotions	31	41	11	15	32	44
Head teacher is keen on teacher development through training	44	59	6	8	24	33

With reference to the role of monitoring and evaluation of teachers, an overwhelming majority (84%) of the respondents were positive about head teachers' active involvement in monitoring and evaluation of teachers.

In terms of the provision of conducive working environment, two thirds (65%) of respondents agreed to the statement that the head teachers in the schools were responsible for the provision of safe and conducive working environment. This was however not the case among a few of them (25%) who disagreed to the latter.

In response to the question of whether the head teachers were engaged in development of human resource through staff motivation and promotions, 41% of the teachers agree while 44% of them disagreed to the latter.

Data from this study is in conformity with this view. In terms of the teacher development through training, slightly more than half of the respondents (59%) agreed to the statement that the head teachers were keen in teacher development through courses. However, a third of them (33%) were negative to the statement.

Head Teachers were interviewed on their role in human resource management. They were asked to state and explain some of the roles that they played in managing the human resource in their respective schools. Various responses were received. Most of the Head Teachers reported that their duties as human resource managers included the following: monitoring of teachers, providing housing to the staff members and creating conducive working conditions through improved teacher relations. Upon being interviewed one of the head teachers reported that:

Head teachers play critical role in human resource management, which includes not only managing the teaching and non-teaching staff but also students and member of school community in general. The key duty includes motivating teachers, developing teachers' skills and knowledge improvement through further educations, mentoring students, and supporting all members of school community (Sic, Head Teacher 1, 2012).

The Head Teachers further explained that their role as human resource managers was vital in contributing towards enhancing the quality of education despite feeling inadequate as they had not received formal training in human resource management.

4. Discussion

The findings of this study indicate that the head teachers are keen in the monitoring and evaluation of teachers with 84% of the respondents in agreement. This is one of the roles in human resource management that is well done across most of the schools. However, the Head Teachers do not do enough in the motivation of the teachers as indicated by the 44% of teachers who disagreed that Head Teachers were keen to motivate staff.

Organizations must optimize the utilization of its resources that include financial, physical and human resources to realize the goals and motivate staff, therefore HRD is a tool every institution must utilize to realize its goals. As indicated in this study, staff motivation is one area that both the Head Teachers and teachers found lacking. 44% of the teachers disagreed with the statement that head teachers are keen in staff motivation, 41% agreed while (15%) were neutral to the statement. This indicates that the line is very thin between the two opinions of those who agree or disagree with the statement that head teachers are keen in staff motivation and could be an area of further interrogation as to how the Head Teachers are motivating the teachers. However, the head teachers indicated they would need training to improve the level at which they were motivating teachers in their schools.

Human Resources Development (HRD) framework according to Elwood, Holton and Trott (1996) views employees, as an asset to the organization whose value is enhanced by development. The employer identifies the skills and potential of an individual and develops them through courses and training. The employees in turn improve their quality of service and productivity.

In this study on the role of the head teachers in development of teachers through training (59%) of the respondents agreed the head teachers were keen while a third (33%) disagreed. However, the respondents indicated that the head teachers were keen only on in-service training organized by Ministry of Education and had no role on teacher's individual training or study. This was in line with another study conducted to examine the extent school management participated in the development on human resource in public schools by (Mutai, 2003). The purpose of the study was to determine the extent to which school management participates in the development of human resource in public primary schools. The findings indicated that while the head teachers were effective in provision of physical facilities and financial management in their schools, they participated minimal in the staff development through training.

In a research conducted in public primary schools in Kapsabet Division on the factors that inhibit the development of human resource in public primary school in Usain Gishu Districts (Odhiambo, 2001). The target population included all public primary schools, head teachers, teachers and pupils. Various techniques were used in this study to collect data. Some of them included interview guide and questionnaires. The study found out that the major problem of most of the head teachers was the level of education. He pointed out that majority of school Head Teachers had only the minimum P1 qualification and were not well exposed to strategies and techniques used in HRD. This is not different in this case of Suba District where over two thirds (68%) indicated they had only P1 qualification and had no formal training on human resource management.

5. Conclusion

The study indicates that the Head Teachers play their roles in monitoring and evaluation of teachers in the curriculum implementation and are keen to create conducive working environments. However, there is a gap in the aspect of staff motivation and promotion.

From the findings of this study, the Head Teachers who are the human resource managers in the schools feel inadequate as they have no formal training on human resource management. The Ministry of Education should organize capacity building sessions for the Head Teachers and their deputies during the school holidays. Teacher training institutions should include human resource management in the curriculum for all teachers.

While this study examined the role of head teachers in human resource management in enhancing quality of education, the aspect of motivation for the teachers in relation to working environment needs further interrogation.

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