THE ROLE OF CLASS TEACHERS IN ORGANIZATION OF SECONDARY SCHOOLS: A CASE OF GARISSA DISTRICT

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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ABSTRACT

The purpose of this study was to assess the role of class teachers in the organization of secondary schools. The study adopted descriptive survey design that involved both quantitative and qualitative methodology.

The study involved 15 secondary schools with a total population of 3343 teachers and students divided into four categories. These were 15 head teachers, 80 class teachers, 77 other teachers and 3171 students. The sample size selected for the study was 391 including 11 head teachers, 32 class teachers, 31 other teachers and 317 students. This sample was picked using stratified and simple random sampling techniques. This study was based on Getzel's and Guba's organizational theory which states that any institution can be conceived as social system whose organization consist of a hierarchy of superordinate and subordinate relationships. Data collection methods involved questionnaire and interviews. Data analysis was done using descriptive and inferential statistical techniques such as percentages and analysis of variance respectively.

This study is significant to educational policy makers, teachers' employers, school managers, scholars, teachers and students. Findings of the study revealed that the role of class teachers has significantly contributed to the organization of secondary schools by performing diverse duties like marking attendance registers and keeping class records. Recommendations such as establishment of policy guidelines on selection, remuneration and responsibilities of class teachers in secondary school were made.

DEDICATION

All dedications go to my children; Abdirahman, Summeiyah, Fatumahamdi and Samirah who persevered many moments of my absence.

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ABBREVIATIONS AND ACRONYMS

ANOVA	-	Analysis Of Variance
BOG	-	Board of Governors
DC	-	District Commissioner
DEO	-	District Education Office
DF	-	Degrees of Freedom
PTA	-	Parents Teachers' Association
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers' Service Commission

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains background of the study, problem statement, purpose of the study, objectives of the study, research questions, hypotheses, variables of the study, measurement of variables, justification of the study, significance of the study, assumptions of the study, scope and limitations of the study, theoretical framework, and definition of terms as well as conclusion.

1.1 Background of the Study

The Greek sophists are believed to have been the earliest known professionally organized teachers. During the medieval ages, schools began to be unified and the curriculum broadened to cover many areas. The period trails the beginning when people could see and appreciate the role of teachers in a society. The use and meaning of the term teacher became pronounced during the time of the Roman and Greek empires. The Romans introduced two kinds of hierarchies to be followed. The Two groups of professional teachers were introduced in the system of education during the Roman rule of Greece. The first group of professional teachers was the litterants (subject specialist teachers). The second group was Magister who were teachers in administrative duties (Bennaars, Otiende & Boisvert, 1994).

In the management of schools in Kenya, the classroom can be considered as the smallest unit of organization. Decisions made at any level whether national, regional or zonal will eventually be implemented at classroom level. Educational field officers, supervisors and

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head teachers get the information they require for running the schools from classroom situation. But a classroom is taken charge of by a specified teacher commonly referred to as a class teacher (other titles include class master, class mistress, form tutor, form master). In essence, this teacher is the executive officer of the class. In fact it is the class teacher who is responsible for the day-to-day affairs of the designated class. These include protecting the well-being and needs of the individual members of the class, enforcing rules and code of the school, ensuring that academic and demands of students are met and maintaining class records (Griffiths & Sherman, 1991).

According to the Teachers' Service Commission (2005: 39);

> *Any teacher employed by the commission shall be assigned for service in any public school/institution in Kenya in which the commission considers him/her qualified to teach in accordance with Teachers' Service Commission Act and Education Act. For the purpose of such services a teacher is required to prepare lessons, mark students' assignments and be responsible to the head teacher for the day-to-day assignment of duties and supervision.*

It is this empowerment that Heads of Secondary schools in Kenya apply to assign duties, responsibilities and roles to various members of staff, including class teachers. However, despite this scenario, there exist no formal, specified and documented guidelines concerning duties and responsibilities to be assigned to those teachers selected to take charge of classes. Specifically, the commission has outlined roles, duties and responsibilities and terms of service for the head teachers, deputy head teachers, and heads of departments and subject heads but omitted those of class teachers who are equally significant (TSC, 2007). This is a clear indication of an existing policy gap that is a concern for this study.

Similarly, on the issue of hierarchical recognition, the TSC (2007) establishes that the recognized administrative team responsible for the management of schools consists of any teacher appointed or acting in any of the following capacities: -

(i)   Head teacher

(ii)   Deputy Head teacher

(iii)   Head of Department

(iv)   Senior Teacher

According to this research, a class teacher is an instrumental person who should be incorporated in the administrative team on the following grounds: -

(i)   He/she has intimate and helping relationship with the class members (Griffiths & Sherman , 1991).

(ii)   Enforcing of rules, regulations and discipline at class level.

(iii)   Ensuring class attendance by all class members

(iv)   Best placed in identifying and assisting students with fee problems

(v)   Resource allocation and maintenance at class level.

(vi)   Establishing and Keeping contact with parents and guardians

Furthermore, when it comes to staff promotions and deployment to administrative posts, TSC (2005) provides for vertical mobility on the grounds of satisfactory and/or meritorious performance of their duties. But due to lack of clear criteria covering the class teachers, they are disadvantaged when compared to their colleagues deployed as head teachers, deputy head teachers and heads of departments.

According to Olembo, Wanga and Karagu (1992) the school timetable is a vital administrative device for realizing the aims of educational programmes. The workload of each staff member has been the subject of discussion for many years. One of its key principles is that teachers' other involvements must be taken into account whenever staff workload is being assigned. These other involvements include out of school activities, community demands, variations in the lesson preparation and school related duties beyond the normal classroom assignments. However, this study notes that members of staff performing the roles of class teachers hardly benefit from this workload relieve partly because they are not recognized as depicted earlier.

In terms of structure, the school management and organization is generally made up of several levels as depicted in figure 1.1.

Figure 1.1: General Organizational Structure of a School
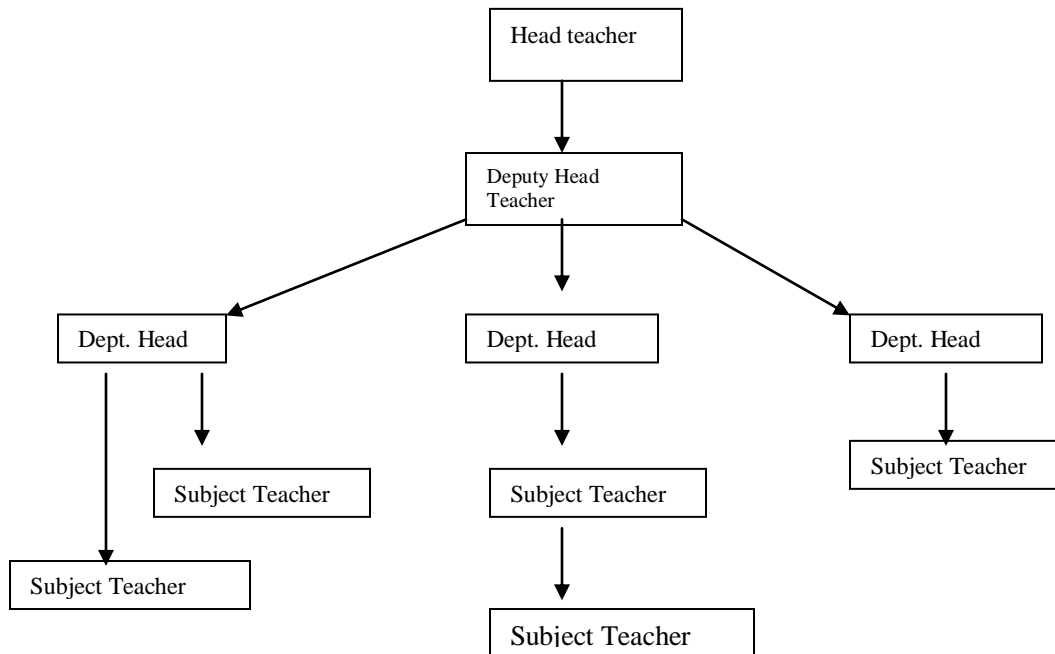
Source: Modified from Nyongesa, B.J.M (2007) Educational Organization and
Management. Nairobi: Jomo Kenyatta Foundation: 14

This model of organization of secondary schools commonly practiced in Kenya, shows that the head teacher is the senior officer followed by the deputy head teacher; heads of department and last in the hierarchy are subject teachers. However, this study is of the view and conviction that the class teacher should come between the head of department and subject teacher. This is because the class teacher besides the organized duties, he/she is initially a subject teacher of his/her area of specialization.

1.2 Problem Statement

Class teachers' organization tasks are significant and should be recognized to contribute more to students' development. Among these roles, is the promotion of relationships in the entire class, which is important for teaching as well as adolescent development.

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In fact;

> *A class teacher is like students' advocate. While the character and quality of experiences associated with learning should be the concern of all the teachers, the fostering of personal and social development and a positive self-concept is the central and major task for the class teacher but for no one else (*Griffiths & Sherman , 1991:28*).*

Against this background, the potential for class teachers in the district of study has not been fully developed to support students' development and effective organization of secondary schools. Moreover, it is a common practice for some of the teachers to be assigned the role of class teachers every secondary school in Kenya. However, these roles are not only undefined but also unrecognised formally. It is upon this dilemma that this study sought to assess the role of class teachers in the organization of secondary schools with a specific reference to Garissa district.

1.3.0 The Purpose of the Study

The main purpose of this study was to investigate the role of class teachers in the organization roles.

1.3.1 Objectives of the Study

The specific objectives of the study were: -

(i) To assess the levels of satisfaction of teachers and students towards the methods of selecting class teachers in secondary schools.

(ii) To determine how the role of class teachers contribute to the organization of secondary schools.

(iii) To establish the levels of involvement of class teachers in the organization of secondary schools.

(iv) To find out the attitudes of Head teachers, class teachers, non-class teachers and students towards the roles of class teachers.

1.4 Research Questions

The specific research questions were as follows:

(i) What are the levels of satisfaction of teachers and students towards the methods of selecting class teachers in secondary schools?

(ii) To what extent do class teachers contribute to the organization of secondary schools?

(iii) What are the levels of involvement of class teachers in the organization of secondary schools?

(iv) What are the attitudes of Head teachers, class teachers, non-class teachers and students towards the role of class teachers?

1.5 Hypotheses

$H_{01:}$ There is no significant difference between the levels of satisfaction and various methods of selecting of class teachers.

$Ho_{2:}$ There is no significant difference between the roles of class teachers and their contribution in the organization of secondary schools.

$Ho_{3:}$ There is no significant difference among attitudes of the Head teachers, class teachers, non-class teachers and students towards the roles of class teachers.

1.6.0 Variables of the Study

The study was composed of 3 independent and 3 dependent variables. The independent variables were:

> (i) Role of Class teachers to organization of secondary schools.
>
> (ii) Methods of selecting of Class teachers
>
> (iii) Levels of involvement

The dependent variables were:

> (i) Contribution to organization of secondary schools.
>
> (ii) Levels of Satisfaction
>
> (iii) Attitudes towards role of class teachers

1.6.1 Measurement of Variables

Contribution to school organization was measured using a number of selected indicators. The role of class teachers was measured through a set of questionnaire items designed to reflect duties and responsibilities undertaken by class teachers that are relevant to school management. Attitudes of students and teachers were measured by a series of indicators designed to assess the opinion and views of students and teachers on the role of class teachers.

1.7 Justification of the Study

According to Griffiths & Sherman (1991) class teachers or tutors are a frustrated lot because they are in one way or another considered as administrators. Yet there exist no practical guidelines, rules, or systems that enable them to perform their implied roles effectively.

Generally, class teachers lack commitment, since other duties are seen as of higher priority such as subject teaching or departmental meetings. Due to the emerging complexity of schools, class teachers now require a framework structure, support, bolstering of confidence and motivation that will enable them to take hold of the job and successfully make it their own (Emmer, 1994).

According to the experience of the researcher, class teachers can be considered to be even more important towards general organization of the school than the heads of departments who only deal with specialized issues pertaining to their departments. For example, while the former deal with students' discipline, counselling and parental contacts, the latter, are only restricted to performance management in their departments. Furthermore, in the district of study, there is no formal and documented mode of selection of class teachers.

On the basis of the foregoing, it becomes justifiable for class teachers to be empowered and recognized as part and parcel of the school in organizational structure (Nyongesa, 2007). But this can be achieved through studies of this kind. It is essentially ideal for the balance to be instituted between subject specialization and organization skills due to the fact that the classroom is the smallest recognized organizational unit in a school though the person charged with the responsibility of its organization (class teacher) remains largely unrecognised.

1.8 Significance of the Study

The study is useful to educational policy makers, teachers' employers, school managers, class teachers, scholars, potential class teachers as well as students in a secondary school set-up. To educational policy makers and teachers' employers, the study will be useful in

recognizing the vital role of class teachers. To class teachers it will form a basis to motivate them. To scholars, it will contribute towards their existing knowledge on organizational structure of schools. To students, the study is of significance since they are the beneficiaries of effective school organization.

1.9 Assumptions of the Study

This Study was undertaken under the assumptions that:

 (i)   Each of the schools in the study has class teacher (s).

 (ii) Teachers are aware of the expected roles and responsibilities of class teachers.

(iii) Head teachers select class teachers using specific criteria.

(iv) Gender does not affect the role of class teacher in any way.

1.10 The Scope and Limitations of the Study

The study covered all the 15 secondary schools in Garissa district of North Eastern Province. In terms of respondents, the study entailed 80 class teachers, 77 other teachers, 15 head teachers and 3171 students totalling 3343 respondents. As regards the content, the study restricted itself to those roles of class teachers, which are directly or indirectly relevant or applicable in the organization of the schools. The study experienced a number of limitations namely:

 (i)   Due to the vastness of the area and unreliability of means of transport, costs and time constrained the study. This was overcome by providing for additional resources and time in allocation.

 (ii) The area under study is prone to insecurity. This was addressed by consulting the relevant security agencies in the district.

(iii) Inaccurate and un-updated records like; school admission registers, staff returns and class attendance register. This was resolved by extensive deliberations in research with the relevant authorities.

1.11 Theoretical Framework

This study was based on the organizational theory as advanced by Getzel and Guba (1957). Organizational theory states that any organization can be conceived as social system whose management consist of a hierarchy of superordinate and subordinate relationships. These relationships are prescribed by roles and expectations that are needed to achieve goals and aspirations of the organization. However, these organizations are run by individuals, with certain personalities and needs which in turn constitute social behaviour (Nyongesa, 2007).

Organizational theory therefore fitted into this study appropriately because a school is a recognizable social system with a clear managerial structure with the head teacher at the top and other staff under him/ her. Moreover, each of them performs specified roles expected of him/her, thereby realizing effective school organization. In other words, effective school organization is a function of institutional dimension and personal dimension of individuals involved. The institutional dimension defines roles and expectation of individuals; where as personal dimension comprises personality and needs disposition of particular individuals (Barasa & Ngugi, 1990). A good example of this interplay is where the head teacher on behalf of school managers, expects teachers to perform the assigned responsibilities efficiently and effectively. It is therefore, the task of any school management to integrate demands of the institution and those of the staff

members in such a way that these demands are organizationally productive and individually satisfying (Yukl, 2006). Therefore, a teacher whose needs are well catered for by the management is motivated, effective and yields better performance.

Granted, better performance improves interdependence between institutions and employees, consequently, improving the latter's self-esteem. This inter-relationship can be enhanced further through organizational effectiveness (Hiam, 2006). There are many techniques, which organizations such as schools can use to structure and motivate staff. In conclusion therefore, the theory described provides a suitable guideline for organizing and carrying out this study.

1.12 Definition of Terms

In this study, the   seven given key terms have been operationalised to mean as follows:

Attitudes: Refers to views, notions or opinions of judgment about the role of a class teacher.

Class teacher: Refers to a teacher in charge of a specific class' affairs of a school including discipline, academics, organization, attendance, personal problems and so on. In this study the term is also equivalent to class master, class mistress, form master, form tutor or form head

Involvement: Refers to participation in something. In this case it means performing role of the class teachers for effective school organization.

Organization: Refers to all activities, aspects, tasks, processes and procedures that are necessary for effective running of schools.

Methods of Selection: Refers to qualities, criteria, characteristics or factors which are considered while selecting class teachers.

Other teachers: Refer to those teachers who were not class teachers by the time of conducting this study. They are also referred to as non -class teachers

Role: Refers to purpose, responsibilities, duties, expectations, accountabilities, decisions and actions undertaken by a class teacher in a secondary school set-up.

1.13 Conclusion

In brief, chapter one has outlined key aspects of the study related to problem statement, objectives, significance of the study and theoretical frame work among others. It provided a format and basis upon which subsequent chapters were considered. Notably these components are isolated in as much as they are technically related. The chapter further gave way to chapter two which is about literature reviewed in connection to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines the literature on related studies with emphasis to organizational structure of secondary schools, selection of class teachers, contribution of class teachers to schools Organisation, involvement of Class Teachers in School Organisation, classroom Organisation, attitudes towards the role of class teachers, Organisation of class teachers, motivation and role of class teachers, challenges facing class teachers and conclusion.

2.1 Organizational Structure of Secondary Schools

School as an organization depends on a systematic flow of information and decision making processes. A successful manager recognizes that most decisions made directly or indirectly affect the life of many people such as clients or colleagues. A secondary school head teacher as a manager therefore, must consult his or her deputy, heads of department and subject teacher for effective running of the school (Dean, 1993).

Figure 2.1: Classical School Organizational Chart

Head teacher

Deputy Head
(Pastoral)

Deputy Head
(Curriculum)

Pastoral Heads

Departmental Heads

Form Tutor/ Class Teacher
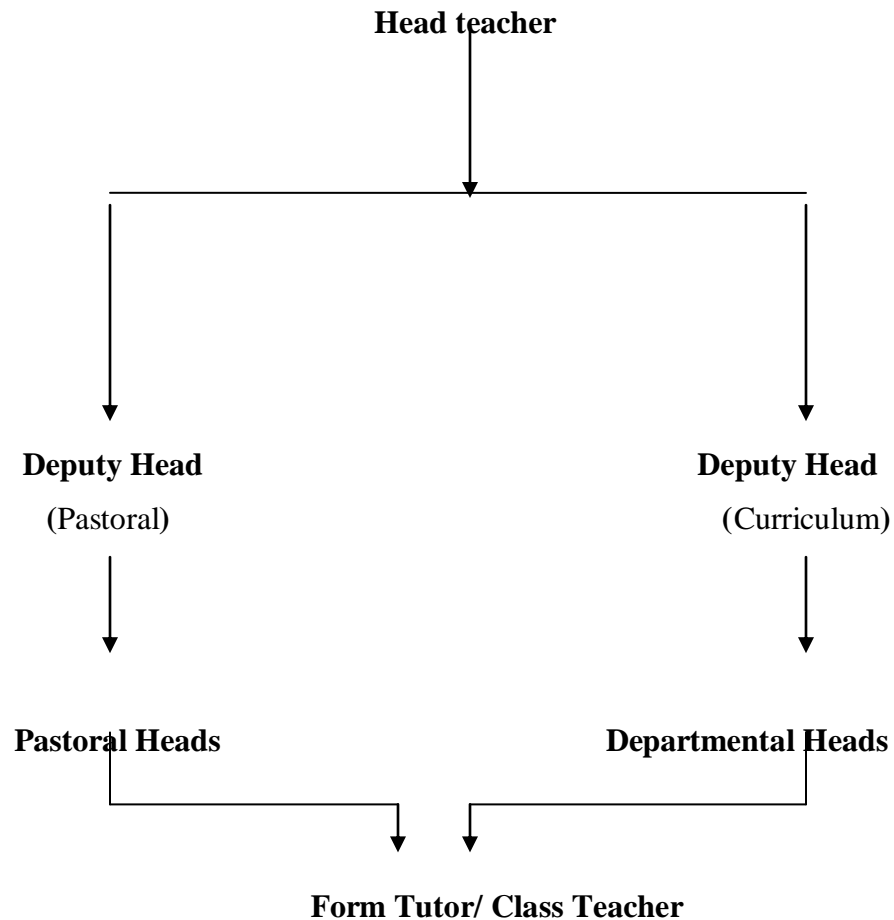
Source: Griffiths & Sherman (1991). <u>The form Tutor: New Approaches to Tutoring in the 1990s,</u> Great Britain: Basil Blackwell Ltd: 32

The importance of significant personnel has been highlighted in the management of the school as shown in figure 2.1, class teachers and tutors are at the bottom. It is notable that an individual teacher can fit into more than one level. This is despite what Griffiths & Sherman, (1990: 14-15), observe that:

The form tutor is responsible for the pupils' well being on a day-to-day basis. The tutor has a longer period of time with them on two or three days a week when class activities take place. A pupil will often be taught by his/ her form tutor as well. Day to day matters (absence, letters request will be dealt with by the form tutor). Form teachers have the main responsibilities for carrying out the pastoral and social philosophy of the school in their daily contract with the pupils in the form. All day-to-day matters, such as letters explaining absence, change of address e.g. should be referred to the form teacher.

Figure 2.2: Hierarchical Structure in School Organization
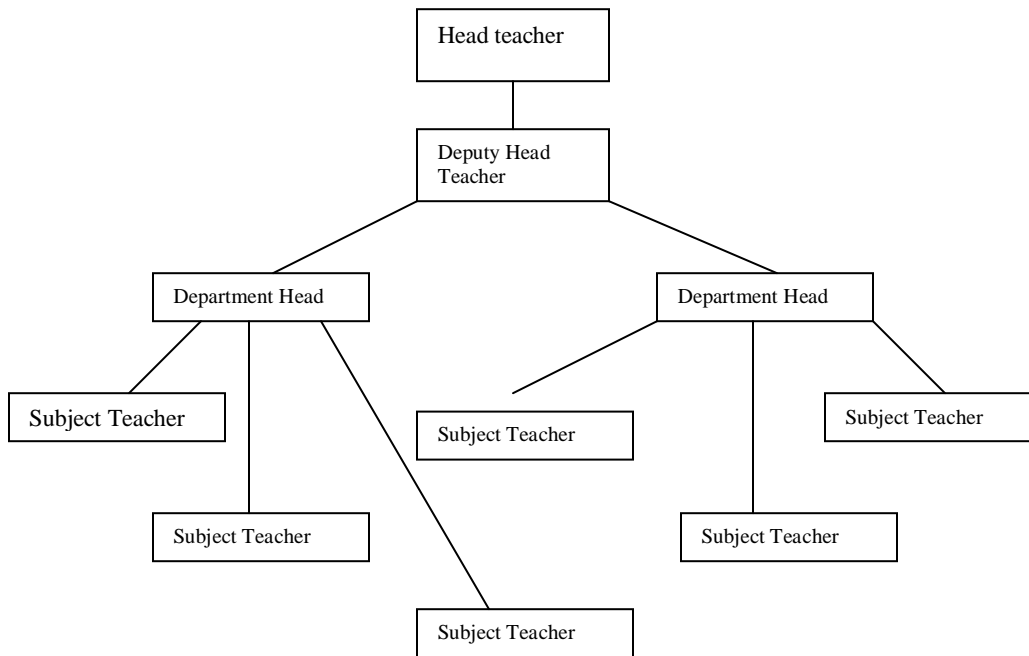
Source: Barasa & Ngugi (1990). <u>Educational (Part three): Education Administration.</u>
Nairobi University Press, Nairobi. P. 32

Figure 2.2, which portrays the Kenyan structure, does not make a provision for the class teacher, which is the same as form tutors, who may be a layer above the subject teacher.

By implication, this seems to deny the skills, experience and status of class teachers despite them playing a major role in the management of secondary schools. According to this researcher, school heads and managers have hitherto neglected the involvement of class teachers in day-to-day management of school.

2.2 Selection of Class Teachers

Generally held perspectives on good class teacher qualities include: general professionalism, good morale, and dedication to the goals of teaching; ability to communicate enthusiasm for learning to students; interest in students as individuals, a sense of caring, compassion and responsibility to help them learn and become responsible people; good character, ethical, and personal discipline; ability to work with others and to build good relationships within the school and community (Riechi,2006)

Equipped with these qualities, good class teachers are supposed to be passionate and committed to doing the best for their students. For effectiveness in their work, class teachers should be well trained, given an enabling environment for operationalizing their skills in addition to a supportive policy framework for professional growth. Teachers in Kenya lack appropriate training especially class teachers should be able to collect students' data to enable them properly monitor their individual progress (Riechi, 2006). Besides, these qualities supplement and complement practiced criteria such as expounded in the paragraphs that follow.

The existence of written or implied criteria and evidence are essential when considering selection of a suitable teacher to take charge of a specific class. Some of these specifications involve the following qualities (Emerson & Goddard, 1993):

(i)   Physical characteristics. These might be general, for example good health, or specific to the particular posts, for example physical strength in a manual job.

(ii)   Qualifications- these include the educational standards and professional qualifications required for the post.

(iii) Experience-this covers experience relevant to the particular post for example whether the person being considered for the post of a class teacher has appropriate experience in school management. This may include length of experience both generally and in terms of an experience.

(iv)   Aptitudes- this can include general intelligence, exemplified by a speed of thought or common sense and special attribute. The latter may include communication skills, verbal or written fluency, numeracy and leadership qualities.

(v)   Interests- the head teacher may undoubtedly be interested in what activities the potential class teacher enjoys and what particular interests he or she has. This can be interest within education such as in extra curricular, sports or music or outside it, for example voluntary community activities.

(vi)   Personal qualities- these are qualities relevant to the needs of the responsibilities for example ability to meet dead lines.

(vii)   Circumstances-These are issues such as willingness to travel, ability to work unsocial hours and to be available in case of emergency.

(viii)   Attitudes- these are views or dispositions of an individual towards something, in this case the role of class teachers.

In practice, selection and placement of class teacher is diverse. Some are selected as class teachers depending on their skills, age, seniority, experience, and qualifications. Selection can also be determined by factors like loyalty, commitment, staffing situation, work load, competence or gender to mention but a few.

On the basis of the above criteria, the process of selecting class teachers differed with schools. In some situations, the vacant class or classes were initially identified followed by gathering data so as to establish teachers who meet the required criteria. The process of obtaining this data includes observation, interviews and existing records. Where many teachers meet the set criteria, short listing is done to get the most suitable. Thereafter, the message is conveyed to the teacher(s) concerned either verbally or in a written form. In practice the new class teacher is officially handed over the class records like the register. However, the ideal situation should have involved inducting the teacher.

2.3 Contributions of Class Teachers in School Organization

According to Olembo et al (1992) the role of the teacher is, in most cases, restricted to the task performed within the teaching and learning environment, particularly at the classroom level. He or she may, however, be engaged in specific administrative responsibilities, which are usually delegated by the head teacher and performed within certain ethical considerations. The role of any teacher is within one or more of the

following five contexts: Curriculum planning and adaptation, classroom management, arrangement of instructional programme, general school organization and out-of-school activities. However, for a class teacher all the five mentioned contexts apply fully.

A study conducted in the 1970 revealed that teachers perceived themselves as involved in decision-making only in the area of classroom management unless their participation is sought through involvement in decisions concerning schools management by means of delegation from the head teachers, Parents Teachers Association and the Ministry of Education (Olembo et al, 1992). Head teachers have the mandate to delegate duties and responsibilities to class teachers although this defers with schools and individual head teachers involved. Normally, the teacher is expected to perform efficiently and effectively in all areas without realizing that he or she has very limited decisional powers in major areas that, in part, define the bounds of his or her role.

It is said that the destiny of a nation is shaped in its classroom and it is the teacher who is a very important instrument in moulding that destiny. To be able to discharge such a big responsibility, it is very necessary that the teacher must become conscious of his/her role towards society (Aaggarwal, 1985). Eshiwani (1993) is of the view that class teacher is in charge of the class and is the first person on the teaching staff to which the pupils of that class turn to for advice and assistance. He or she maintains the register and supervises the cleanliness and organization of the class. The secondary school teacher teaches a maximum of about 28 periods per week. However, a part from teaching, they have to mark their students work, some of it during their free time. Teachers are also assigned

duties such as being a housemaster, a class teacher, head of department, subject teacher, games teacher, career and guidance teacher or patron of class/societies.

The school depends on the class teacher to transmit to students in the course of seemingly trivial routines of the day, the expectation that the school has of them. For example, student code of behaviour, punctuality, dress code, dealings with the staff, respect for the buildings and boundaries among others. Also responsibilities of a class teacher contains detailed and varied aspects including maintaining registers, uniform checks, notices, care of fabrics, class records, homework, financial aspects, reports, admission charges and so on. Griffiths & Sherman (1991:14) confirm that:

> *It is impossible to over emphasize the importance of the role of the form tutor. There is that day-to-day responsibility for the face to face contact on which depend on ethics and standard of the school and the effectiveness of the school as a caring community.*

According to this research, the above roles are vital to the extent that success in the classroom translates into success in the whole school. In fact discipline, interaction, communication, and decision making for the entire school emanates from the classroom level. Reynolds (1990) clarifies that class teacher's play vital role as explained here under:

(i)   Arranging the classroom:-the fundamental step in managing the classroom is arranging the room in ways that support learning activities. The arrangement of space can actually affect the opportunities and time the teacher and the students devote to instruction. Studies in elementary and secondary classrooms show that effective teachers plan for the arrangement of furnishing to accommodate different types of activities, to reduce problems with disruptive movement in the

classroom, and to facilitate monitoring of students work and behaviour. Effective class managers make sure all students are visible at all times, high traffic areas are clear, and frequently used materials are ready and accessible. They also make certain that all students can see any instructional displays.

(ii) Planning, formulating rules and procedures in the classroom:-studies focusing on how teachers begin the school year indicate that effective managers planned rules and procedures in advance and had clearly in mind the ways that these would function in the classroom. In addition, effective managers teach the students what is required through explanations, demonstrations, modelling and practice. Some of the set rules are expected to be applied consistently in all classes. However, class teachers find these rules too general; hence like to have more defined rules with greater specificity for purposes of implementation.

(iii) Creating positive classroom culture and climate:-Planning and organizing the social and academic environment in the classroom are essential for developing a productive and workable management system. The best planned system can fail if it is not properly maintained. Therefore, class teachers must be alert to follow through and reinforce norms and expectations and to use each opportunity to socialize students in productive ways. In fact, effective classroom management support not only students' academic learning but also the development of personal and social responsibility. This is the ultimate goal in planning and developing an effective management system by shifting responsibility from

head teacher to a specific class teacher for maintaining and monitoring appropriate behaviour.

The classroom organization is established effectively or otherwise at the beginning of the school year. According to Dean (1993) and Emmer (1994) many teachers introduce rules in the first day, but the more effective managers integrate these rules and procedures into workable system. In contrast, less effective managers do not see the need for certain rules and procedures or have unenforceable ones. Less effective managers seem pre-occupied with clerical task, disoriented by problems and interruptions and often left students unattended to. In other words more effective managers established stable and predictable environment (Farrant, 2005).

Farrant (2005) further suggests that one final aspect of organization is that of time. The relationship between managing the instructional setting and student achievement pivots on the use of class time. Both the amount of time allocated for the instruction and how that instructional time is utilised are significantly correlated with student achievement. Efficient class teachers demand a well developed sense of value for time as they will go against time wasting practices and anticipate preventing such in future. They ought to show examples of punctuality for students to emulate. Emmer (1994) believes classroom plans should include routines for physical movement that promote smooth and quick transitions between activities and thus preserve the amount of time available for academic work. Such routines not only reduce disruptions that can lead to behaviour problems, they also maintain lessons flow, continuity of instructional activity, and student task engagement.

This shows that relationship between classroom structure, time allocated to instruction, and the smooth flow of life in classrooms is complex. This work indicates that in addition to organizing the classroom, teachers must establish, maintain, monitor, suspend, and modify rules and procedures that are part of the management system, as well as consider the distribution of activities within and across time. The management system, then, is not a fixed system, but a dynamic one that requires constant attention by teacher and students.

Strengthening student self concept is yet another teachers' contribution. Self concept is strengthened through success and acceptance, while weakened through failure and rejection (Charles, 1992). As teachers enhance student self-concept they simultaneously facilitate learning while reducing misbehaviour. Teachers can routinely do three things to strengthen student self-concept: Give each student personal attention regularly, ensures that each student experiences success in learning, and make sure the students get recognition for the accomplishment they make. In a nutshell, class teachers are the best placed for performing this role due to their close relationship with members of their classes.

2.4.0 Involvement of Class Teachers in School Organization

At school level, the head teacher is essentially a team leader. A school can be viewed as a social organization with interdependent components, which interact between and among each other. These components include personnel, tasks and the existing inter-relationship (Nyongesa, 2007). A head teacher has to encourage participatory leadership in his/her organization for many hands make light work and that two heads are better than one.

Mbiti (1998) is for the idea that staff members are involved in the running of schools through delegation of responsibilities.

Personnel include head teacher, deputy head teachers, heads of departments, subject teachers and also class teachers. The tasks involved include curriculum implementation, supervision, students' discipline, school and community activities. The inter-relationships are in form of meetings, communication networks, delegation, informal and formal decision-making processes.

Okumbe (1999) is of the view that policies, decisions and procedures affecting students either in general or in particular classes are made on daily basis by various management organs of the school. In cases of specific classes, the level of involvement of respective class teachers in these decisions is crucial. But policies, decisions, goals of a school are influenced by culture of that school. Culture of a school may be defined as a summation of values, beliefs, attitudes and practices which are prevalent in that school. Emerson & Goddard (1993) assert that culture is one of the most significant elements in determining the success of a school. For example, in schools where there is open culture members of staff and particularly the class teachers participate in management. Thus, the head teachers are concerned to involve everyone in decision making giving a genuine perception of involvement and ownership. Everard (1988) attests that cooperation is encouraged and teachers are motivated by an effective support structure. Classroom being a unit of such a structure with the class teacher and members of that class being the key players carry out their duties in line with goals of the whole school thereby supporting the management team, Emerson & Goddard (1993). In addition, class teachers can be

instrumental in ensuring desired quality and standards are achieved by focusing at their respective classes.

2.4.1 Classroom Organization

From the experience of this researcher, classroom organization and whole school management are highly interdependent and each is reflection of the other. Hence, good management at classroom level will most likely translate to good management at school level.

The term classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behaviour and learning activities. Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos. Effective classroom management is the most important and the most difficult skill a new class teacher has to master. Even veteran teachers often find themselves faced with a student or entire class who challenges their established management skills and forces them to find new ways of dealing with classroom situations Farrant (2005). Further, Linda (2004) posits, in order to get reluctant students on their side, class teachers need to present a clear classroom management plan that sets a positive learning environment and displays the following characteristics:

(i) **Consistency**

Teachers should tell students what to expect and then deliver. This applies to all aspects of the secondary school classroom ranging from identifying test days to

delivering instruction. Starting every English class, for example, by posing a question for discussion or written response, helps establish a routine that students can expect.

(ii) Clarity

Teachers must clearly explicate their learning objectives for the course as well their expectations for student behavior. Topics should be discussed with students during the first week of class and specific examples provided of what students are expected to accomplish and how they are expected to behave.

(iii) Fairness

This relates to treating students equally, administering both praise and consequences based on behaviour not on the student. It also applies to showing respect for students by setting realistic expectations and offering guidance and support to help them to achieve their goals.

(iv) Foresight

Class teachers should map out their classes in advance with their students. These teachers need to spend the first few days of class discussing an overview of what they hope to accomplish as far as content, skill development, student behaviour and class format are concerned. If a student does not abide by class expectations, they know in advance what repercussions they will face.

(v) Share a Written Classroom Organization Plan

In order to embody these characteristics, class teachers need to master classroom organization. By presenting a detailed classroom management plan in writing, teachers set the tone for an organized school classroom.

Bull & Solity (1987) hold the notion that a classroom organization includes the following written documents:

Course Objectives: This document identifies the general topics the course will cover as well as skills students are required to develop over the course of a term or school year.

Class Expectations: These expectations, or class rules, include coming to class prepared, handing in assignments on time and behaving in a way that fosters student learning. Class teachers need to be specific in their expectations and be clear about the repercussions students will face if they don't adhere to these rules.

Student Information: This is a document to be acquired during the first week of school. In the event that class teachers want to update parents on a major accomplishment or severe difficulty their child has encountered in the class, the necessary contact information will be used.

Almost everyone agrees that strong classroom management skills are essential for successful teaching. Many teacher education programs do not provide courses to help future class teachers develop those skills, however. Classroom management and classroom organization are intertwined. New High school students possess sophisticated social skills and generally feel that teachers need to earn their respect before they are fully willing to cooperate. In order to get reluctant students on their side, teachers need to present a clear classroom management plan that creates a positive learning environment and exhibits characteristics such as getting to know students and communicating with parents (Emmer, 1994 and Bull & Solity, 1987)

2.5 Attitudes towards the Role of Class Teacher

Teachers are the main medium through which students learn. Making school the important functional locus of efforts for improving quality requires therefore, that teachers use their professional attitudes, energy, and motivation in combination with teaching skills, in creating quality for learning. Teacher quality is therefore, among the most important school related factors influencing student achievement (Riechi, 2006).

On a point of clarity, one may rightly ask what difference is there between a class teacher and a teacher. Put otherwise, in a school having trained, qualified and dedicated teachers for all subjects, the need and necessity of specific teachers taking charge of classes or forms do not arise. Griffiths & Sherman (1991:17) address this argument thus,

> *The role of the form tutor and the teacher do appear to us to be different in some respects though not in terms of the skills applied or even the tasks undertaken-one does not have to be a form tutor to enforce uniform regulations nor can one forget about classroom management just because one is. One of the difference, it seems to us, lies in the area of autonomy or, conversely, of boundaries.*

It is not difficult to envisage that while a professional teacher is a subject specialist; a class teacher is a generalist who performs beyond that subject speciality. Just as the head teacher is a specialist in his or her subject area before assuming the role of a manager, at the school level, the same case applies to the class teacher at the class level. As an illustration, the following example suffices. In a situation requiring significant interaction between the school and the parents of a student in a specific class, the teacher for say Mathematics or English may not be concerned but the involvement of a class teacher of the student in question is essential in furtherance of the student's social, academic and personal development within the context of that class.

Griffith & Sherman, (1991), while studying the view points of staff in a school concerning the role of teachers in charge of specific forms or classes, came to a conclusion that generally, teachers regardless of their other management roles could be grouped into two distinct categories. There are teachers who see themselves primarily as tutors at the bottom of a hierarchy with limited status and power, but with a specific responsibility to their classes. On the other hand, there are those who see themselves as managers with a wider responsibility to uphold the established procedures and ethos of the whole school. They further argue that those teachers who regard themselves as tutors harbour some characteristics of doubt and questioning whereas those who perceive themselves as managers are considerably less doubtful. The implication of this outcome is that there appears to be clear differences in the way class teachers and their managers think about the role of a teacher in charge of a class, hence, delimiting their performance (Farrant, 2005)

The concept, perception further indicates that, generally the managers (head teachers, deputy head teachers and heads of departments) are not concerned with negotiation or even consultation with either class teachers or students. Their concern is prescription of procedures aimed at solving problems affecting students. Procedures and systems employed for this purpose include documents such as the responsibilities of the form tutor (Reynolds, 1990).

Students on their part believe that they have a more personal relationship with their subject teachers than with their tutors (Griffiths & Sherman, 1991). They further indicate that generally, students expect a lot from adult teachers who can act as their tutors and in

the case of this study, class teachers. These expectations can be categorised into four typologies namely, supporting, helping, disciplining and organizing.

2.6 Organization of Class Teachers

As far as class teachers are concerned, school managers may get concerned on how to handle issues pertaining to class teachers for example training and inducting aspects. In that case, personnel materials and content for such programmes require to be developed (Emerson & Goddard, 1993).According to the researcher there is a need to initiate new structures to deal with matters specific to class teachers such as transfers and redundancy. Evaluation and appraisal of class teachers is yet another aspect that could be considered given that this category of teachers in a school have distinct role to perform such as class meetings.

In recognition of work and effort of class teachers, individual schools as well as the ministry of education need to provide in the time tables specific periods that are meant for class teachers to handle administrative, disciplinary, supportive and developmental tasks in classes they are responsible for. However, such roles must be harmonised with teaching activities in a framework that provides a rational balance Everard (1988). In that sense, class teachers require extra skills to effectively perform these roles with commitment and professionalism. Such skills could certainly cut across a wide range of domains including management, counselling, public relations and research. Thus, school management in conjunction with the ministry of education are justified   to organise for training and development programmes for serving and/or potential class teachers at various levels (Nyongesa, 2007).

2.7 Motivation and the Role of Class Teachers

Motivation is the key to any teaching/learning process since it leads to discipline in class and effective learning. It has been defined as the general process by which behaviour is initiated and directed towards a specific goal. It is important to note that in certain circumstances it depends on external factors such as reward, social pleasure or punishment (Were, 2003). He further explains that class teachers motivate and/or sustain the class members' interests in a learning situation through various ways discussed in the succeeding paragraphs.

The class teacher needs to pay attention to the classroom physical appearance such as making it neat, pleasant, comfortable, bright, decorative with displays and pictures which are clean, relevant, attractive, interesting and up to date. A class teacher also has to cater for the learners individual differences and needs with respect to their unique behaviour, interests, talents and aspirations while at the same time creating group cohesiveness for the entire class thereby promoting students' interest and participation.

By creating and maintaining success expectations and situations, the class teacher enhances group morale. This can be done through giving challenging but reasonable competitiveness within the class members and between or among other classes of the same level in the school. Utilizing students' present motives is yet another strategy. This implies making school life relevant to students' present needs by appealing to their expectations in life, attitudes, curiosity, pride, need for achievements and social interests.

The class as a group should engage in tasks, which have some value to students individually and collectively such as attainment, intrinsic and utility value. Immediate

feedback has been proved to be a significant motivating factor in a school set up. A class teacher is responsible for the entire class by ensuring that termly progress report are accurately compiled and issued to respective students accordingly. This is where the class teacher personally and officially follows up on various subject teachers' to enter students' grades in the analysis reports.

Like any organised group the class has a leader, in this case, the class teacher. Effective leadership is dependent on the acceptance or acknowledgement of the leader's authority by all group members. The credibility of class teacher as a leader will depend on how one takes up the rights and responsibilities associated with the position. The class teachers therefore act as role models since modelling is an effective way of teaching behaviour implying the teacher's behaviour must be consistent with that desired from the class students (Bull & Solity, 1987).

On the other hand, class teachers also need to be encouraged to perform their roles according to the expectations of their respective institutions. Teachers' employers and schools in general have a number of options for this purpose. These are but not limited to recognition, achievement, challenging work, opportunities for growth, rewards and reinforcement (Nyongesa, 2007 and Bull & Solity, 1987).

This therefore, implies that the concerned institutions should put in place policies, resources and provisions that can be channelled to motivate both students and class teachers for the purposes of effective school management.

2.8 Challenges Facing Class Teacher

According to Olembo et al, (1992) the challenges facing class teachers are listed here under:

(i) Poor school policy and administration, for example, Leadership styles of the head teacher.

(ii) Lack of achievement due to low profile that society accords teaching.

(iii) Unfavourable working conditions, for example, poor houses, lack of telephones or very limited transportation, electricity, health care and other essential facilities, especially in rural schools.

(iv) Adverse effects of the job on one's personal life; for example, married couple may be separated by placement in different schools, districts or provinces or a female teacher may feel guilty of ignoring her family by spending most of her time in school preparing lessons or supervising class activities.

(v) Insecurity on the job due to an increasing demands for better performance and results from school managers.

(vi) Inadequate salary increase and fridge benefits. Class teachers who are mainly ordinary teachers are at the lower end of the pay scale and enjoy very minimal, if any, extra benefits commensurate to their added responsibility.

(vii) Limited promotional opportunities due to competition from other teachers as well as challenges of the modern curriculum. Very few openings exist in universities and other institutions of higher learning.

(viii) Poor human relations with co-workers (other teachers and the head teacher). These relations may arise from informal groupings based on factors such as

subject area specialization, age, gender, and qualifications. They may also arise from favouritism where some teachers are perceived as loyal to the head teachers and others rebellious.

(ix)   Lack of formal and documented policies for selection and description of their functions and responsibilities.

(x)   Limited power and authority to execute their duties both at the classroom and school level, without contradicting their existing procedures.

(xi)   Lack of appropriate professional training and development

One of the most commonly noted problem by class teacher is lack of cooperation for it is easier for individual teachers to ignore violation of rules by students excusing themselves with the thought that someone else will deal with it hence, leading to indiscipline among students (Farrant, 2005).

2.9 Conclusion

From the literature reviewed above, it is now apparent that role of class teacher is a vital ingredient for the organization of secondary schools. It has been illustrated that if properly selected and recognized, this cadre of teachers can play a crucial role towards effective organization of secondary schools. Besides, their day-to-day interaction with students at the classroom level promotes significant personal, social and educational development of the latter.

Finally, it is appreciated that the content covered in this chapter forms a link to designing the methodology through which ideas conceptualised and formulated in chapter one were

tested through analysis which in turn formed the basis for drawing conclusions and

recommendations.

3.0 Introduction

This section deals with the area of study, research design, population of the of study, sample size and sampling procedures of the study, research instruments, questionnaire, interviews, reliability and validity of research instruments, data collection, data analysis as well as fieldwork procedures and administration of instruments.

3.1 The Area of Study

The study was undertaken in Garissa District of North Eastern Province, Kenya. According to Garissa District Development Plan 2002-2008 (Republic of Kenya, 2002) Garissa district is one of the four districts in North Eastern Province and has an estimated population of 460,215 served by only 15 secondary schools. It borders Isiolo District to the North West, Wajir to the North, Republic of Somalia to the East, Tana River District to the West and the newly created Ijara district to the South (Please refer appendices I and J). The district has a total area of 33,620 square kilometres and is administratively divided into 11 divisions, 42 locations and 60 sub-locations. The inhabitants of the area of study are predominantly pastoralists who rear in the rangelands. However, negligible crop farming under irrigation is practiced along the river Tana.

3.2 Research Design

The study adopted descriptive survey design. This design was adopted because the study involved selecting samples for analysis thereby leading to description of occurrences. It was also suitable for providing quantitative and numerical data which was used to make

conclusions. Moreover, the design is economical enables rapid collection of data and allows generalization of observations (Onen and Oso, 2005). The research used both qualitative and quantitative approaches. The design employed both research questions and research hypotheses. The hypotheses add value to the study because they act as a bridge between the research questions and the research design adopted.

3.3 Population of Study

This study covered all the 15 secondary schools in Garissa District. This was inclusive of all categories, (provincial, district, public, private,). Of these schools, the streams were used to establish the number of classes, which further depicted the number of class teachers. The population of the study included 80 class teachers, 15 head teachers, 77 non-class teachers) and 3171 students of respective schools in the district. The Head teachers were chosen for they are the key personnel in the management of secondary schools. The students were recognized as beneficiaries of effective organization of schools. The class teachers form the link between the students at the classroom level and the management of the schools. Other teachers are either potential class teachers or were once class teachers. The targeted population for the study is illustrated in appendix A.

3.4 The Sample Size and Sampling Procedures

Mugenda & Mugenda (1999) generalize that any population can be classified as either small or large. According to them a population that is less than ten thousand is considered as small, whereas one that is greater than this figure is a large one. Nevertheless, the population of study is comparably heterogeneous given that both students and teachers

have different views of the class teacher system despite them being familiar with phenomenon.

Therefore, this study adopted a differentiated sampling procedure for the different categories of respondents. Specifically, a sample of students was drawn on a basis of ten percent of all the students because the number of students was relatively higher than other categories and also to reduce cost (Nsubuga, 2000). The sample for the study from teachers and class teachers was obtained on the basis of forty percent (40%) of the population. The rationale for this percentage is derived from fact that the minimum cases required for a category should be 30 (Mugenda & Mugenda, 1999). However, for the Head teachers whose total number was 15, a higher percentage of 70 % was adopted to facilitate data analysis and particularly the chi-square technique which requires that minimum cases per category to be 10 (Kothari, 2003). The specified sample percentages were applied in each school accordingly. In summary, the procedure described above gave rise to the samples as indicated on table 3.2.

Table 3.1: Sample Size by Category of Respondents

Category of Respondents	Number	Percentage	Sample Size
Head teachers	15	70%	11
Class teachers	80	40%	32
Other teachers	77	40%	31
Students	3171	10%	317

Source: Field Survey data, 2007

After stratifying the respondents, the identification of the actual individuals was done through simple random sampling technique. In the case of students, admission registers together with class registers were used as a sampling frame. This was because the documents are precise, exhaustive, exist in all schools and they complement each other. For the class teachers, TSC registration numbers were used since they are unique and specific. They were obtained from the District Education Office, using TSC school staff returns data (Yellow forms). Additional information on teachers was obtained from individual schools.

Specifically, all the schools in the districts were used to determine actual numbers and identities of the head teachers, class teachers, other teachers and students. From this, a single master list reflecting each of the categories was compiled for the entire district. Using this list of respondents, a simple random sampling (computer generated random numbers) method was used to select actual respondents for the study (Mugenda & Mugenda, 1999). This method ensured that each of the individuals in the entire population had equal chances of being selected. Besides, it also controlled for specific school biases. In conclusion, the sampling procedures yielded a total of 391 respondents who provided data for the study.

3.5.0 Research Instruments

The study was conducted through questionnaires and interviews. Questionnaires were used due to their capability of collecting a lot of information over a short period of time. Their suitability was based on the fact that respondents were literate. The interviews were

necessary for obtaining historical data especially that which can not be directly obtained such as views, opinions (Onen & Oso,2005).

3.5.1 Questionnaire

Self-administered Questionnaires were used. Questionnaire items were both structured (closed ended) and unstructured (open ended). The structured format was useful for quantitative purpose, while the unstructured are important for providing qualitative in-depth data.

3.5.2 Interviews

The head teachers were interviewed by means of interview schedule. The interviews corroborated the data collected through questionnaire. Besides, interview schedule provided in depth data which otherwise could not be obtained by using questionnaire.

3.6 Reliability and Validity of Research Instruments

The instruments were piloted in two selected schools in the neighbouring Tana River District. It involved administering the three sets of questionnaire to two head teachers, 12 teachers (both class teachers and non class teachers) and 20 students. The questionnaires were collected and sub divided into two parts for each of the three categories. Scores from individual questionnaire items were recorded down for the two sub sets and spearman rank correlation technique was applied to test for internal reliability of the instruments. The formular, $r = 1-\{6d^2 / n (n^2 -1)\}$ was applied to compute the correlation coefficient r. A criterion result of $r \geq 0.5$ was used as a basis for judging reliability and consistency of the instruments (Ingule & Gatumu, 1996: 78). The pilot results indicated a

correlation (r value) of 0.94, 0.78 and 0.83 from the head teachers, teachers and students sets of questionnaire respectively. This implied the instruments were reliable.

Validity refers to the extent to which the instruments measure what they purport to measure. Lecturers and fellow post graduate students from the Department of Educational Management and Policy Studies assisted in reviewing and improving the questionnaire items through consultations. This technique, which leads to improvement of instruments, is called critical review technique. This led to the substantial reduction in content of the questionnaire, change of terms used and general format.

3.7 Data Collection Procedures

The researcher sought permission from the Ministry of Education, Science and Technology which issued a permit presented to the area DC and DEO who further allowed the researcher to access the respondents, through the Head teachers at school level. Data was collected by administration of questionnaires involving techniques such as self administration and hand delivery. The questionnaire were received back and recorded for analysis. Interviews were conducted in places and time convenient to the interviewees.

3.8 Data Analysis

The study adopted both descriptive and inferential statistical techniques so as to facilitate attainment of the desired objectives of the study. Descriptive statistical techniques involved tabulations, percentages, frequencies and means. Inferential statistical techniques involved Chi- Square and one way Analysis of Variance (ANOVA) that were

used to test the research hypotheses at 5% level of significance. By and large, it is worth noting that SPSS computer programme was extensively employed for data analysis purposes.

Analysis of Variance (ANOVA) is a useful statistical technique for testing whether there is difference on average viewpoints of the various categories of respondents. It is amenable where more than two categories of respondents are studied such as is the case for this research because Head teachers, teachers and students are involved in the assessment of the roles of class teachers. This test was to determine whether all the four groups of respondents hold different views concerning the phenomenon under study. In applying ANOVA, the study involved obtaining averages of scores of selected roles of class teachers from various categories of respondents and interpreting them accordingly. The Chi square technique has been adopted due to its simplicity and ease of use in a research design like this one (Kothari, 2004))

3.9 Fieldwork Procedures and Administration of Instruments

Before the actual collection of data, the researcher made a prior arrangement to visit individual schools to make tentative acquaintance with the respective school authorities. During these visits, informal estimates of the number of teachers, students in addition to any other information deemed necessary for the planned research were enquired. Some of the information gathered related to school programmes, school admission book registers, details concerning teachers. This information was crucial to the planning of the research.

The process of actual collection of data began in schools in Garissa municipality before proceeding to the far fetched ones. For every school, the researcher initially reported to the head teacher to seek authority to undertake the research, this was followed by the administration of questionnaires and interview schedules. In the absence of he head teacher future appointments were made with the offices. Specifically in two schools, where the head teachers were absent, the deputies were on acting capacity; hence they approved the research to be conducted. After clearance, the researcher requested to be guided to specific teachers and students selected for the study. Teachers were issued with the questionnaire to fill them on their own and returned them dully completed at their convenience. For the students, the researcher prevailed upon the school authority to have the identified individuals to assemble in convenient rooms where they were issued with questionnaires and guided to correctly fill them under the direct supervision of the researcher and assigned teachers. As soon as they were through, the questionnaires were collected. This method was preferred for it enabled the researcher to give assistance to any deserving student in filling as well as controlling for the interaction in the responses.

However, in some cases it was found that some of the initially identified respondents and particularly the students were absent or transferred. In this case, a repeat of simple random process was applied to an already existing list to identify appropriate replacement.

In one school, a notable incidence occurred where the head teacher happened to be a class teacher. It was resolved by letting him respond to both head teachers' and class teachers' questionnaires. In yet another school, there were only two teachers, the head teacher and

a class teacher, implying that none class teacher category had no respondent despite having been sampled. By the end of the whole exercise, the dully completed questionnaires were collected, collated and recorded as summarised on Table 4.1 in the next chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter consists of response rate of questionnaire for analysis, presentation, analysis and the interpretation of data. The chapter is organised and sub divided into four main sub sections according to research objectives outlined in chapter one which are:

 (i) To assess the levels of satisfaction towards the methods of selecting class teachers in secondary schools.

 (ii) To determine how the role of class teachers contribute to the management of secondary schools.

(iii) To establish the levels of involvement of class teachers in the management of secondary schools.

(iv) To find out the attitudes of Head teachers, class teachers, non-class teachers and students towards the role of class teachers.

 For every sub section, data is presented mainly in tabular form, analysed by use of descriptive as well as inferential statistics where applicable followed by interpretation and indicative implications.

4.1 Response Rate of Questionnaires for Analysis

As was mentioned in chapter three, the instruments returned from the field were first sorted and organised for purposes of analysis. The questionnaires were categorised as presented in Table 4.1.

Table 4.1:   Questionnaire Response Rate

No. of Questionnaires ╱ Category of Respondents	Sampled and Issued	Returned	Valid	Percentage (%) Returned
Head teachers	11	11	11	100
Class teachers	32	29	29	90.6
Other teachers	31	25	25	80.6
Students	317	305	287	90.5

Source: Field Survey data, 2007

From Table 4.1, it is apparent that the number of returned and valid questionnaires is 352 out of the expected 391, which represents a response rate of 89.5. It is notable that the response rate was lowest from other teachers' category indicating they were the most detached from the issue under study. This figure is an acceptable and adequate response rate basing on the guidelines outlined by Mugenda & Mugenda, (1999). Consequently, it is upon the indicated valid questionnaires that provided data for analysis in this chapter.

4.2 Background Data on Respondents

The respondents sampled to provide data for analysis consisted of four categories namely: head teachers, class teachers, other teachers and students. This categorisation was based on responsibility, role and designation. Although gender was not a variable for this study, it was found necessary to include it during categorization of the respondents. The distribution of various subgroups for study is indicated in the following Table. Note that the class teachers and other teachers were combined as shown in Table 4.3.

Table 4.2: Head Teachers by Gender

Gender	Current qualification				Total
	BEd	Dip. Ed	MEd	Others (M.Phil, MBA)	
Male	7	1	1	1	10
Female	1	0	0	0	1
Total	8	1	1	1	11

Table 4.3: Teachers by Gender and Class

Gender	Which form / class do you serve as a class teacher?					Total
	Form One	Form Two	Form Three	Form Four	None	
Male	2	10	11	2	16	41
Female	1	1	1	1	9	13
Total	4	11	11	3	25	54

Table 4.4: Students by Gender

Gender	class in which you are				Total
	Form One	Form Two	Form Three	Form Four	
Male	70	75	39	16	200
Female	24	32	18	13	87
Total	94	107	57	29	287

A further observation of the respondents' background indicated that head teachers in the district had served between one and twenty years in their capacities. As for teachers, it emerged that majority had served below five years (50%). Moreover, of the 287 students sampled 42 % held various responsibilities in their schools while the rest did not.

4.3 Satisfaction towards Selection of Class Teacher

This sub section covers the theme of satisfaction with regard to methods and assessment of selection of class teachers. The research sought to assess methods or considerations for selecting class teachers to take charge of specific classes in various schools.

4.3.1   Satisfaction with the Current Methods of Selecting Class Teachers

The researcher set out to establish whether the respondents were satisfied with the present ways of selecting class teachers, hence a questionnaire item was presented to respondents if they were satisfied with the current methods of selecting class teachers. The results of responses from the respondents were summarised and presented as shown in Table 4.5.

Table 4.5: Satisfaction with the Current Methods of Selecting Class Teachers

Categories of Respondents	Students response		Other Teachers		Class teachers		Head teachers	
Levels of satisfaction	F	%	F	%	F	%	F	%
Satisfied	165	57.5	15	60	18	62.1	8	72.7
Not sure	52	18.1	5	20	0	0	0	0
Not satisfied	70	24.4	5	20	11	37.9	3	27.3
TOTAL	287	100	25	100	29	100	11	100

From Table 4.5, it emerged that although the majority of the respondents are satisfied with the current practices of selecting class teachers, the class teachers are the most dissatisfied (37.9 %) followed by head teachers (27.3 %), students (24.4 %) and other teachers (20 %).The dissatisfaction among class teachers may be attributed to the fact that there are no formal procedures for selecting class teachers. The head teachers are dissatisfied perhaps due to lack of appropriate policy guidelines despite them being the implementers of the same. The other teachers are the least dissatisfied given that they are not affected by the issue in question. Students on the other hand are dissatisfied since they are directly affected by the performance of class teachers and also they appear to be significantly unsure.

4.3.2   Levels of Satisfaction with Various Methods of Selecting Class Teachers

As it was indicated in chapter two, selection of various cadres of educational staff can be done through consideration of factors such as qualification, general knowledge and training among others.

Granted, this research sought to assess various methods that can be considered while selecting class teachers at school level depending on how satisfactory the respondents considered each of the ten selected methods. The five point likert scale employed in the questionnaire was collapsed into a three point scale of 'Satisfactory' 'Moderately Satisfactory' and 'Not Satisfactory' for each method. Of all the 352 responses from the respondents concerning each of the ten methods referred in item 2 of part II A of the questionnaire were counted and their frequencies recorded based on categories of respondents. Tables 4.6 to 4.8 show the summarised results by way of frequencies per method on the three levels

Table 4.6: Levels of Satisfaction on Selection of Class Teachers for Head Teachers

Level of Satisfaction / Method of selecting	Satisfactory	Moderately Satisfactory	Not Satisfactory	Total
1.General knowledge	9	1	1	11
2.Qualification	9	2	0	11
3.Teaching experience	8	1	2	11
4.Training on role of class teachers	7	1	3	11
5.Good Public Relations	8	2	1	11
6 Participation in other activities	4	5	2	11
7.Expressed Interests	6	2	3	11
8.Number of Lessons taught	4	3	4	11
9.Commitment to duties	9	1	1	11
10. Positive attitudes towards work of class-teachers.	9	0	2	11

A scrutiny of this result shows that majority of   head teachers are generally satisfied with all methods of considerations for selecting class teachers except teachers workload. It is notable that qualification is a satisfactory basis for selecting class teachers.

Table 4.7: Levels of Satisfaction on Selection of Class Teachers for Teachers

Level of Satisfaction / Method of selecting	Satisfactory	Moderately Satisfactory	Not Satisfactory	Total
1.General knowledge	36	8	6	54
2.Qualification	39	5	10	54
3.Teaching experience	36	10	8	54
4.Training on role of class teachers	35	7	12	54
5.Good Public Relations	39	9	6	54
6 Participation in other activities	34	10	13	54
7. Expressed Interests	33	9	12	54
8. Number of Lessons taught	33	6	15	54
9.Commitment to duties	45	7	2	54
10. Positive attitudes towards work of class-teachers.	40	9	5	54

The result shows that to teachers, commitment to duties is the most preferred factor to consider while selecting class teachers. Following it closely is the positive attitude towards work for class teachers. Like the head teachers, other teachers do not consider workload as a factor to consider while choosing a class teacher.

Table 4.8: Levels of Satisfaction on Selection of Class Teachers for Students

Level of Satisfaction / Method of Selecting	Satisfactory	Moderately Satisfactory	Not Satisfactory	Total
1.General knowledge	214	29	54	287
2.Qualification	233	31	23	287
3.Teaching experience	242	27	12	287
4.Training on role of class teachers	204	44	39	287
5.Good Public Relations	185	58	44	287
6 Participation in other activities	137	57	93	287
7.Expressed Interests	164	48	75	287
8. Number of Lessons taught	203	40	44	287
9.Commitment to duties	227	35	25	287
10. Positive attitudes towards work of class teachers.	228	36	23	287

Students appear to favour selection of class teachers based on teaching experience as well as qualification. On the other hand, students do not favour teachers who actively participate in other activities and also express other interests. 4.3.2   Significance of difference in levels of Satisfaction.

The researcher had also formulated research hypothesis related to the levels of satisfaction and methods of selecting class teachers. The null hypothesis (H_{01}) states that; there is no significant difference in the levels of satisfaction towards various methods of selecting class teachers.

To test this hypothesis a chi-square technique was used at 0.05 level of significance. Each of the ten selected methods were cross tabulated with levels of satisfaction and their respective chi-square values extracted and compared with critical values. Tables 4.9 and 4.10 reflect a summary of contingent chi-square statistics.

Table 4.9: Chi Square Test for Teachers on Levels of Satisfaction versus Methods of Selecting Class Teachers

ROLE	DF	X^2 CRITICAL VALUE	X^2 COMPUTED VALUE
General knowledge	8	15.507	7.250
Qualification	8	15.507	5.128
Teaching Experience	8	15.507	3.450
Training on role of class teachers	8	15.507	13.78
Good Public Relations	8	15.507	8.156
Active Participation in other Activities	8	15.507	4.685
Expressed Interests	8	15.507	2.048
Number of Lessons Taught	8	15.507	8.903
Commitment to Duties	8	15.507	11.327
Positive Attitudes towards work of Class teachers	8	15.507	6.424

According to Table 4.9, it shows that the computed chi-square values for all the methods are less than the critical, implying that the null hypothesis is accepted that there is no significant difference between the levels of satisfaction and the methods of selecting class teachers.

Table 4.10: Chi Square Test for Students on Levels of Satisfaction versus Methods of Selecting Class Teachers

ROLE	DF	X^2 CRITICAL VALUE	X^2 COMPUTED VALUE
General knowledge	8	15.507	90.184
Qualification	8	15.507	123.754
Teaching Experience	8	15.507	64.115
Training on role of class teachers	8	15.507	61.981
Good Public Relations	8	15.507	54.448
Active Participation in other Activities	8	15.507	61.169
Expressed Interests	8	15.507	62.761
Number of Lessons Taught	8	15.507	55.647
Commitment to Duties	8	15.507	36.865
Positive Attitudes towards work of Class teachers	8	15.507	65.974

Table 4.10 shows that for the ten methods, the computed chi-square values are greater than the critical values meaning that there is significant difference in levels of satisfaction and methods of selecting class teachers among the students. Therefore, the null hypothesis is rejected and the alternative hypothesis accepted that, indeed there is a difference between levels of satisfaction and various methods of selecting class teachers.

In addition to the above, when respondents were asked to give their opinion on what other qualities should an effective class teacher possess, numerous comments featured. They included aspects such as: *good role model, God fearing and morally upright, punctuality, honesty and patience and ability to treat all equal.* In general the respondents tended to expound on the characteristics which were earlier presented for assessment in Table 4.3.

4.4.0   Contribution of Class Teachers to Organization of Schools

Eshiwani (1993), is of the view that class teacher is in charge of the class and is the first person on the teaching staff to which the students of that class turn to for advice and assistance. He or she maintains the register and supervises the cleanliness and organization of the class. It is upon such justification that this research set out to determine how the role played by class teachers contribute to the organization of secondary schools which is the second objective of this study.

4.4.1 Necessity of Class Teachers in Schools

The researcher inquired whether a class teacher was necessary in secondary schools. Part II B of the questionnaire was used to generate relevant data and information. Respondents were illustrated in Table 4.11.

Table 4.11: Responses on Whether Class teacher is Necessary in Secondary Schools

Category	Yes		No	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Head teacher	11	100 %	0	0 %
Class teachers	29	100 %	0	0 %
Other teachers	24	69 %	1	4 %
Students	173	95 %	14	5 %
TOTAL	**337**	**95.7 %**	**15**	**4.3 %**

From Table 4.11, it is evident that a class teacher is indispensable since about 96 % of the respondents are aware of the necessity of a class teacher where as only four percent responded negatively on the same. In fact, both head teachers and class teachers were 100 % affirmative while other teachers had only one responding otherwise. This shows clearly that the contributions and role of class teacher in a school set up is a necessity.

4.4.2 Levels of Contribution of Class Teachers to School Organization

The foregoing eventuality prompted the researcher to probe further in the areas and levels of their contribution. This was done by giving the respondents a matrix of ten different roles of class teachers against five levels of their contribution towards effective management of secondary schools. The respondents were required to award each role a score on the level that they thought applicable in their school environment. Tables 4.12 to 4.14 illustrate results obtained.

Table 4.12: Levels of Contribution of Class Teachers to School Management by Head Teachers

Levels of Contribution / Role of Class Teachers	Very high (F)	High (F)	Moderate (F)	Low (F)	None (F)	TOTAL
1.Keeping class records	7	3	0	1	0	11
2.Classroom organization	5	5	0	1	0	11
3.Ensuring students' safety/security	5	4	1	1	0	11
4.Enforcing school rules &regulations	5	4	2	0	0	11
5.Motivating class members	3	7	1	0	0	11
6.Marking class registers	8	2	1	0	0	11
7.Attending Parent Teachers (PTA) meetings	6	2	3	0	0	11
8.Inducting new students to class	3	3	3	2	0	11
9 .Attending disciplinary cases for students.	5	4	2	0	0	11
10. Resource allocation	2	6	2	1	0	11

It is evident from these figures that head teachers are certain that class teachers have a role to play in the management of schools because their response to non-contribution was nil. Further more, according to them marking class registers, motivating members of their classes and effecting classroom organisation are among the highly rated contributions to

school management. Inducting new students to the class is not considered as contributing much to school organization.

Table 4.13: Levels of Contribution of Class Teachers to School Organization by Class Teachers

Levels of Contribution / Roles of Class Teachers	Very high (F)	High (F)	Moderate (F)	Low (F)	None (F)	TOTAL
1.Keeping class records	15	10	2	2	0	29
2.Classroom organization	8	14	5	2	0	29
3.Ensuring students' safety/security	4	10	12	3	0	29
4.Enforcing school rules &regulations	12	10	7	0	0	29
5.Motivating class members	10	12	6	1	0	29
6.Marking class registers	18	6	4	0	1	29
7.Attending Parent Teachers (PTA) meetings	6	3	6	8	6	29
8.Inducting new students to class	8	7	7	4	3	29
9 .Attending disciplinary cases for students.	11	7	7	4	0	29
10. Resource allocation	5	7	9	5	3	29

On their part, class teachers rate highly the keeping of class records, marking class registers, and enforcing school rules and regulations. Motivating class members and classroom organization are also considered to contribute highly by class teachers. On the

hand, attendance of PTA meetings and allocating resources indicated as the lowest contributors to school organization by class teachers.

Table 4.14: Levels of Contribution of Class Teachers to School Organization by Non Class Teachers

Levels of Contribution / Roles of Class Teachers	Very high (F)	High (F)	Moderate (F)	Low (F)	None (F)	TOTAL
1.Keeping class records	15	5	5	0	0	25
2.Classroom organization	9	10	5	1	0	25
3.Ensuring students' safety/security	5	7	6	6	1	25
4.Enforcing school rules &regulations	11	6	4	4	0	25
5.Motivating class members	10	5	7	2	1	25
6.Marking class registers	19	4	2	0	0	25
7.Attending Parent Teachers (PTA) meetings	7	7	3	3	5	25
8.Inducting new students to class	8	6	4	4	3	25
9 .Attending disciplinary cases for students.	8	10	5	1	1	25
10. Resource allocation	4	5	1	9	6	25

From Table 4.14, teachers who are not serving class teachers feel that their counterparts contribute most to management by performing the role of marking registers followed by keeping of class records. Just like the class teachers, they consider resource allocation performed by class teachers as having the least contribution to organization of schools.

Table 4.15: Levels of Contribution of Class Teachers to School Organization by Students

Levels of Contribution \\ Roles of Class Teachers	Very high (F)	High (F)	Moderate (F)	Low (F)	None (F)	TOTAL
1.Keeping class records	195	52	27	7	6	287
2.Classroom organization	97	90	54	16	30	287
3.Ensuring students' safety/security	113	71	50	31	22	287
4.Enforcing school rules &regulations	135	74	44	18	16	287
5.Motivatingclass members	110	77	55	19	26	287
6.Marking class registers	192	63	16	13	3	287
7.Attending Parent Teachers (PTA) meetings	70	73	50	34	60	287
8.Inducting new students to class	71	69	58	45	44	287
9. Attending disciplinary cases for students.	100	72	65	31	19	287
10. Resource allocation	53	63	65	35	71	287

Students (F= 255) rate the marking of register as being the highest contribution that class teachers make towards organization of schools. This is closely followed by keeping of class records (f=247). Resource allocation and attending PTA meetings are assessed by students to have the highest rate of non-contribution towards organization (f=71 and 60 respectively).

Generally, trends show that respondents assign different levels of contribution to the role performed by class teachers depending on their experiences in their schools. A common trend was observed irrespective of the categories of the respondents of the study. Majority of the respondents tend to limit the role of class teachers to mainly marking of class registers and keeping class records as evidenced from the high scores awarded to the two roles with marking of class registers being assessed to have a very high contribution to school management. This is perhaps because attendance of school is perceived to be an indicator of good school management (Griffith & Sherman, 1991). Keeping of class records was sighted as having a very high contribution to management.

The study also found out that in fact class teachers have minimal role to play in resource allocation, a situation that may in the view of this researcher be required to be reviewed because of the emerging needs such as bursary allocation to needy and vulnerable cases.

4.4.3 Significance of Difference in Roles of Class Teachers and their Contribution to Organization of Schools

The second hypothesis ($Ho_{2.}$) was formulated in chapter one that there is no significant difference between the role of class teachers and their contribution to the management of secondary schools. To test this hypothesis at 0.05 level of significance, a cross-tabulation was done between roles of class teachers and three levels of contribution to management these levels were; high, moderate and low. Accordingly, a contingent table indicating computer generated chi-square values was constructed as illustrated in Tables 4.16 and

4.17 specifying the computed and critical values as well as degrees of freedom for selected ten roles of class teachers.

Table 4.16: Chi-Square Test for Teachers on Contribution of Class Teachers in School Organization

ROLE	DF	X^2 CRITICAL VALUE	X^2 COMPUTED VALUE
Keeping Class records	6	12.592	13.239
Class room Organization	6	12.592	2.456
Ensuring Safety/ Security of Students	8	15.507	10.402
Enforcing school rules and regulations	6	12.592	3.533
Motivating Class members	8	15.507	5.208
Marking Class registers	6	12.592	6.184
Attending PTA meetings	8	15.507	5.964
Inducting new students to class	8	15.507	6.437
Attending disciplinary cases for students	8	15.507	10.812
Resource Allocation	8	15.507	7.908

Table 4.16 shows that nine out of the ten methods have their computed chi-square values less than the critical value implying that the null hypothesis (Ho_2) is accepted that actually there is no significant difference between the roles of class teachers and their contribution in the organization of secondary schools. However, keeping of class records has its computed value greater than the critical one.

Table 4.17: Chi-Square Test for Students on Contribution of Class Teachers in School Organization

ROLE	DF	X^2 CRITICAL VALUE	X^2 COMPUTED VALUE
Keeping Class records	8	15.507	4.682
Class room Organization	8	15.507	6.021
Ensuring Safety/ Security of Students	8	15.507	5.849
Enforcing school rules and regulations	8	15.507	12.140
Motivating Class members	8	15.507	8.560
Marking Class registers	8	15.507	10.600
Attending PTA meetings	8	15.507	13.152
Inducting new students to class	8	15.507	4.907
Attending disciplinary cases for students	8	15.507	6.713
Resource Allocation	8	15.507	17.548

Likewise for the students, apart from resource allocation with computed value greater than the critical one, the rest of the roles depict computed values which are less than critical value as shown in Table 4.17. This implies that the null hypothesis (Ho_2) is accepted.

4.4.4 Approachability of Members of Staff

Respondents were asked to identify the first person a student with personal problem report to in a school situation. Their responses are illustrated in Table 4.18. This was

meant to compare the accessibility of class teacher's vis-vis the other categories of teachers.

Table 4.18: Whom Students with Personal Problems First Report to

Whom to report to	frequency	Percentage (%)
Head teacher	35	10
Deputy head	19	5
Head of Department	14	4
Class teacher	273	78
Other teachers	11	3
Totals	352	100

Most of the respondents or 273 (78%) are of the opinion that students with personal problems first contact their class teachers for assistance. It is only 35 (10 %) who feel that such students need to report to the head teacher. This implies that class teachers have a great contribution in the well being of students not only the capable ones but also to the ones with special attention thereby aiding in the general organization of the whole school.

4.5 Involvement of Class Teachers in the Organization of Secondary Schools

This research had sought to establish the levels of involvement of class teachers in the organization of secondary schools in Garissa. To achieve this objective, part II C of the questionnaire was designed to collect data by form of sample statements which represented various areas of inclusiveness which the researcher consider to apply to the class teachers. For each of the given statement, the respondents were required to indicate

by means of a tick on five-point semantic differential scale the level upon which they regard the class teachers to be involved in their respective schools. These levels ranged from very involved to not involved at all with the former being assigned a score of 5 and the latter a score of one. Then analysis was done by use of frequencies and percentages based on the four categories of respondents as shown in Tables 4.19 to 4.22.

Table 4.19: Head teachers' Report on Levels of Class teacher Involvement in School Organization

Levels	Very Involved		Involved		Not Sure		Least Involved		Not Involved		TOTAL	
Indicator	F	%	F	%	F	%	F	%	F	%	F	%
1.Students' discipline	6	54.5	3	27.3	1	9.1	1	9.1	0	0	11	100
2.Representation in Board	0	0	0	0	0	0	4	36.4	7	63.6	11	100
3. Decision making	3	27.3	6	54.5	1	9.1	0	0	1	9.1	11	100
4. Selecting new student	2	18.2	4	36.4	3	27.3	1	9.1	1	9.1	11	100
5. Conflict resolution	4	36.4	6	54.5	0	0	0	0	1	9.1	11	100
6. Organising events	1	9.1	7	63.6	0	0	1	9.1	2	18.2	11	100
7.Budgeting for school	1	9.1	2	18.2	0	0	3	27.3	5	45.5	11	100

From Table 4.19, the head teachers reported that class teachers are highly involved in students discipline (54.5%) closely followed by conflict resolution (36.4%) and decision making (27.3%). They also reported none involvement of class teachers in representation to the Board of Governors (63.6%) as well as in budgeting for school finances (45.5%).

Table 4.20: Class teachers' Report on Levels of Class teacher Involvement in School Organization

Levels	Very Involved		Involved		Not Sure		Least Involved		Not Involved		TOTAL	
Indicator	F	%	F	%	F	%	F	%	F	%	F	%
1.Students' discipline	10	34.5	14	48.3	3	10.3	2	6.9	0	0	29	100
2.Representation in Board	2	6.9	2	6.9	1	3.4	4	13.8	20	69.0	29	100
3. Decision making	1	3.4	13	44.8	4	13.8	7	24.1	4	13.8	29	100
4. Selecting new student	0	0	4	13.8	5	17.2	5	17.2	15	51.7	29	100
5. Conflict resolution	4	13.8	13	44.8	7	24.1	5	17.2	0	0	29	100
6. Organising events	2	6.9	11	37.9	4	13.8	7	24.1	5	17.2	29	100
7.Budgeting for school	2	6.9	1	3.4	0	0	6	20.7	20	69.0	29	100

In Table 4.20, representation in board and school budget indicated the highest rate (69%) of non involvement of class teachers in the management of schools. This followed by selecting of new students (51.7) as yet another area where the teachers n question are not involved. On the other hand, student discipline (34.5%) and conflict resolution (34%) indicate very high involvement.

Table 4.21: Other Teachers' Report on Levels of Class teacher Involvement in School Organization

Levels	Very Involved		Involved		Not Sure		Least Involved		Not Involved		TOTAL	
Indicator	F	%	F	%	F	%	F	%	F	%	F	%
1.Students' discipline	9	36.0	12	48.0	2	8.0	2	8.0	0	0	25	100
2.Representation in Board	4	16.0	3	12.0	4	16.0	2	8.0	12	48.0	25	100
3. Decision making	2	8.0	10	40.0	4	16.0	6	24.0	3	12.0	25	100
4. Selecting new student	2	8.0	4	16.0	2	8.0	4	16.0	13	52.0	25	100
5. Conflict resolution	5	20.0	10	4.0	5	20.0	4	16.0	1	4.0	25	100
6. Organising events	6	24.0	4	16.0	6	24.0	6	16.0	3	12.0	25	100
7.Budgeting for school	1	4.0	4	16.0	0	0	4	16.0	16	64.0	25	100

Table 4.21 illustrates that class teachers are generally not involved in school budgeting (64%), selecting new students (52%) and Board affairs (48%) from non class teachers' point of view. However, students discipline (36%), organizing events (24%) and conflict resolution (20%) are among the areas with high class teacher involvement.

Table 4.22: Students' Report on Levels of Class teacher Involvement in School Organization

Levels	Very Involved		Involved		Not Sure		Least Involved		Not Involved		TOTAL	
Indicator	F	%	F	%	F	%	F	%	F	%	F	%
1.Students' discipline	144	50.0	921	32.1	13	4.5	23	8.0	15	5.2	287	100
2.Representation in Board	59	20.6	91	31.7	56	19.5	36	12.5	45	15.7	287	100
3. Decision making	94	32.8	88	30.7	31	10.8	41	14.3	33	11.4	287	100
4. Selecting new student	41	14.3	79	27.5	36	12.5	44	15.3	87	30.3	287	100
5. Conflict resolution	108	37.6	67	23.3	42	14.6	33	11.5	37	12.9	287	100
6. Organising events	69	24.0	80	27.9	40	13.9	44	15.3	54	18.8	287	100
7.Budgeting for school	66	22.6	39	13.6	50	17.4	18	6.3	115	40.1	287	100

From Table 4.22 students' discipline (50.2%), conflict resolution (37.6%) and decision making (32.8%) are the areas considered by students as being of high class teacher involvement. In addition, school budgeting (40.1%) and selection of new students are considered as area with no involvement of class teachers.

Conclusively, it is evident that students indiscipline and conflict resolution are some of the aspects of school organization in which class teachers are greatly involved. This illustrates a need by school authorities to devolve power to the classroom level.

4.6.0 Attitudes towards the Role of Class Teachers

The researcher sought to establish the average attitudes that are held by various categories of individual in schools namely head teachers, class teachers themselves, other teachers and students. To accomplish this, the researcher sampled five indicative statements for attitude and the respondents were asked to score each of them on a five

point likert scale with strongly agree having 5 scores and strongly disagree scaling the least of 1 score. Each category of respondents mean scores were calculated. Since the statement were positively formulated high mean scores represented a positive attitude in relation to the aspect being considered and a low mean score showed a negative or neutral attitude. Results obtained were analysed and presented in summary form as shown on Table 4.23.

Table 4.23: Attitudes towards the Role of Class teacher

ATTITUDE INDICATOR	HEAD TEACHERS		CLASS TEACHERS		OTHER TEACHERS		STUDENTS	
	Mean Score	Std Dev.	Mean Score	Std Dev.	Mean Score	Std Dev.	Mean Score	Std Dev.
Students are satisfied with the work of the class teacher	3.55	1.37	3.83	0.93	3.56	1.16	3.97	1.30
Students prefer to request permission from the class .teacher than the head teacher	4.09	1.04	4.31	0.71	3.84	1.31	4.15	1.23
The relationship between the class teacher and students is good	3.82	1.17	4.14	0.69	3.76	1.12	3.97	1.26
Class teachers should be paid responsibility allowance for their extra duties	4.27	1.27	4.34	0.9	3.88	1.45	3.05	1.58
Class teachers are entrusted with confidential information for their class members	4.27	0.65	4.1	1.05	4.08	1.15	3.76	1.31

From Table 4.23, it is apparent that students prefer requesting permission from their class teacher than from the school heads, the high mean score of 4.31 especially from class teachers implies that they would like to be seen to be sensitive to problems of their class members. On the average, the head teachers are the least satisfied with work that class teachers do concerning the students with a mean score of 3.55. However, students are the most satisfied with the work of class teachers at a measure of 3.97. Head teachers and class teachers strongly feel that class teachers should be paid responsibility allowance for doing extra work in school with means of 4.27 and 4.34 respectively out of possible maximum of five scores.

The results also indicate that the class teachers would wish to be paid responsibility allowance for their extra duties. Their mean score on this aspect was the highest of all the four groups of respondents at 4.34 and the standard deviation was quite low, 0.9. Head teachers also support this monetary motivation with a mean score of 4.27 although their standard deviation was higher than that of class teachers at 1.27. The mean of non class teachers was the third highest at 3.88 with standard deviation of 1.45. Students had the lowest mean score of 3.05 meaning they are not decisive whether class teachers should be paid responsibility allowance or not. The class teachers as the custodian of students' confidential information also got relatively high means as follows: head teachers (4.27), class teachers (4.1), other teachers (4.08) and students (3.76) and also for this aspect the standard deviations were comparatively low.

4.6.1 Test of Null Hypothesis Three (Ho3)

To test hypothesis (Ho3) three at 0.05 level of significance; that there is no significance difference in attitudes of head teachers, class teachers, other teachers and students towards the role of class teachers the foregoing five selected indicators of attitude were used. Mean scores of each category of respondents were obtained for each of the five indicators and are illustrated in Table 4.24.

Table 4.24: Mean Scores for Attitudes towards Role of Class Teachers

ATTITUDE INDICATOR	HEAD TEACHERS Mean Score	CLASS TEACHERS Mean Score	OTHER TEACHERS Mean Score	STUDENTS Mean Score
Students are satisfied with the work of the class teacher	3.55	3.83	3.56	3.95
Students prefer to request permission from the class teacher than the head teacher	4.09	4.31	3.84	4.1
The relationship between the class teacher and students is good	3.82	4.14	3.76	3.97
Class teachers should be paid responsibility allowance for their extra duties	4.27	4.34	3.88	3.05
Class teachers are entrusted with confidential information for their class members	4.27	4.1	4.08	3.75

F= 0.44, DF (3, 16) P > 0.05 NS

When the F-ratio was computed from the measures in the given table 4.24, it was found to be 0.4403 for three degrees of freedom (four groups less one) for the between groups or the numerator and sixteen degrees of freedom(twenty mean scores less four) for the within groups or the denominator at five percent significance level. The computed F-ratio was then compared with the tabulated value of 8.773. It was observed that the calculated value is less than the tabulated value; therefore, the null hypothesis (Ho$_3$) is accepted that there is no significant difference in the attitudes of the head teachers, class teachers, non class teachers and students towards the role of class teachers. The test further indicates that actually the different samples of the respondents were drawn from the same population.

Finally, the open ended item on attitude towards role of class teachers which solicited for comments pertaining to assistance of students, other teachers and administration of the school by class teachers generated varied responses. Guiding and counselling mainly on academic matters was repeatedly cited as a key area where inputs of the class teachers are recognised. The class teacher was considered as a vital link between the students and the school administration by a sizeable number of respondents.

4.7 Summary of the Interviews

This research had also employed interview technique to collect data from the head teachers which was analysed in a narrative form as summarised in this subsection. When asked if class teachers played any significant role in the general organization of schools, all the head teachers responded in the affirmative.

On the necessity of formal policies in selecting, guiding and motivating class teachers in schools, majority of the teachers felt such policies are absolutely necessary. However, some regarded class teachers' duties as *part of day to day duties of all teachers.* Head teachers were further asked if class teachers should be considered as part of senior management team and they were of the opinion that they should, although they differed on the rationale of their positions. For instance, one head teacher was uniquely candid that it was so because *they are the teachers who are more close to students. They can therefore help to give advice when it comes to students discipline and / or bad bursary allocation as they know the students family background. Student unrest can be minimised if administration incorporate class teachers into the management team.* It was also enquired of the head teachers if their schools had a document that guides on responsibilities of class teachers, majority of them agreed whereas the rest disagreed.

According to the head teachers, indeed the roles and responsibilities of class teachers are different from those of other teachers. Consequently, the researcher probed further how the head teachers were motivating class teachers in their schools under these circumstances. Responses given included; written recommendations, facilitation of class teachers to seminars or workshops as well as their involvement in decision making processes. Distribution of teaching and learning materials through class teachers also featured as motivating technique.

Finally, most of the head teachers agreed that class teachers should be awarded responsibility allowance for playing a critical role in school operations. Nevertheless, one was philosophically opposed to the proposition on account that; there were no formal

modalities for selecting class teachers. One is not a class teacher forever; and hence according to one respondent, *"what happens if a class teacher is transferred-does he/she become one where he/she is transferred to?"* These are some of the challenges facing class teachers.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter represents the final part of this study. It is made up of discussions, conclusion, recommendations and suggestions for further research. It forms the synthesis and general applicability of the study in relation to the objectives, literature review and interpretation which is also the format of the section. The purpose of the study was to assess the role of class teachers in the organization of secondary schools in Garissa District. To undertake this study which was designed in form of a survey, questionnaires were administered to all the 391 respondents consisting of 11 head teacher, 32 class teacher, 31 other teachers and 317 students while interviews involved only the head teachers. Returned, valid and analysed questionnaires were 350. However, the findings of this study were presented based on objectives as follows:

(i) Satisfaction with methods of selection of class teachers

(ii) Contribution of class teachers to organization of secondary schools

(iii) Involvement of class teacher in the organization of secondary schools

(iv) Attitudes towards the role of class teachers.

5.1 Satisfaction with Methods of Selection of Class Teachers

One concern of the research was the assessment of satisfaction regarding the existing criteria of selecting class teachers and how it ought to be. The findings revealed that the level of satisfaction with current practices of selecting class teachers stood at 58.5%. This is a slightly above average meaning that there is a great need for improvement on the manner in which class teachers are selected in secondary schools. A possible cause of

this scenario can be linked to lack of what Emerson & Goddard (1993) termed as the existence of written or implied criteria and evidence is essential when considering selection of a suitable teacher to take charge of a specific class. The selection of class teachers was noted to be diverse as applied by different institutions with consideration to; work load expected, skill, age, gender, loyalty and staffing also become determinant factors.

To address this issue further, the study sought to establish some considerations that can be used by Head teachers while selecting class teachers based on the guidelines (Emmer , 1994).Commitment to duties, teaching experience and qualification are rated highly by students, teachers and even the head teachers. This implies that if appropriate policy guidelines are put in place to be used by all stakeholders, then the class teachers could be motivated further thereby improving the general management of secondary schools since their expectation and needs will have been addressed (Barasa & Ngugi, 1990).

5.2 Contribution of Class Teachers to School Organization

This study also sought to determine how the role of class teachers contributes to the management of secondary schools. The findings revealed that class teachers significantly contributed to management of secondary schools. This is evident from the fact that most of the respondents mentioned marking of class registers as the highest contribution followed by keeping of class records, conflict resolution, motivating class members together with classroom organization also has substantial contribution. Resource allocation and budgeting for the school were considered by respondents as having no contribution to organization. Keeping class records and registers are perhaps a

confirmation that attendance of school is an indicator of good school management. On supporting marking as being the highest contribution, Farrant (2005: 265) asserts "class teachers' main responsibility is to check on attendance by use of attendance register to see that regular attendance is maintained …attendance register is written twice a day."

Students' safety was third rated as contribution of class teacher to school organization, perhaps the respondents least understood the role played by class teachers in this aspect. As pertains to this, class teachers have legal liability to ensure the safety and security of students under their custody. They need to supervise them as carefully as if they were their own children. As concerns resource allocation, it was rated poorly implying class teachers' low participation in this field. In reality contribution should be felt in this area since Farrant (2005) pointed out that the aim of school organization is to make the most efficient use of the available resources such as equipments in order to achieve predetermined educational aims.

Against the aforementioned, the role of the class teacher is, in most cases, restricted to the task performed within the teaching and learning environment, particularly at the classroom level. Though they played a major role in making sure that the links between the administration and the students was effective ,class teachers only felt involved in decision making only in the class rooms unless their participation was sought. He or she may, however, be engaged in specific administrative responsibilities, which are usually delegated by the head teacher and performed within certain ethical considerations. The role of any teacher is said to be within one or more of the following five contexts: Curriculum planning and adaptation, classroom organization, arrangement of

instructional programme, general school organization and out-of-school activities. However, for a class teacher all the five mentioned contexts apply fully (Olembo et al, 1992).

5.3 Involvement of Class Teachers in Secondary School Organization

This study also sought to establish the levels of involvement of class teachers in the management of secondary schools. However, there emerged different opinions that students' discipline was rated as the area where class teachers were greatly involved in the organization of schools by head teachers (54.5%) and students (50.2%.). class teachers and other teachers rated involvement in discipline below average thus, 35% and 36% respectively. This could be perhaps teachers tend to avoid responsibility for they are not motivated by way of paying responsibility allowance.

Contrary, majority of the respondents indicated that class teachers are never involved in the school budgets as reflected in the results where responses for head teachers were 45.5%, class teachers 69%, other teachers 64% and students 40.1% were cited as non-involvement. This may be attributed to the fact that perhaps head teachers are party to this issue for they do not wish class teacher to participate in financial management. Concerning representation in the schools' Board of Governors, the respondents were almost equally in agreement that class teacher involvement in board affairs was low or not there with head teachers giving non involvement level of 63.6%, class teachers, 69%, other teachers 48% and students 15.7%. This implies that the interaction between the class teachers and the school board and PTAs was not clear to not only the students but also the teachers.

Class teachers are indeed crucial participants in school organization; hence their involvement which is of paramount importance should not be overlooked. Students believe that they have a more personal relationship with their class teachers than subject teachers (Griffiths & Sherman, 1990).

5.4 Attitude toward Role of Class Teacher

It was also found out that majority of the respondents are comfortable requesting permission from their class teacher than from the head teacher, deputy head teacher or others. This implies that the mode of interaction and inter-relationship amongst the students and their class teachers is cordial. With this kind of environment, students' performances are influenced to better achievements due to good class teachers' qualities (Riechi, 2006).

A high mean score of 4.31 especially from class teachers implies that they would like to be seen to be sensitive to problems of their class members. It is worth noting that unlike subject teacher who comes in class for a lesson and leaves without further concerns other than his or her subject, a class teacher has a wider role to ensure essential furtherance of the students' social, academic and personal development within the context of the class, due to closeness between the class teachers and the students (Nyongesa, 2007)

On the average, the head teachers are the least satisfied with work that class teachers do concerning the students with a mean score of 3.55. However, students are the most satisfied with the work of class teachers at a measure of 3.95. Head teachers and class teachers strongly feel that class teachers should be paid responsibility allowance for

doing extra work in schools with measures of 4.27 and 4.34 respectively out of possible maximum of 5 scores.

Generally, better performance class teacher needs to be encouraged. These are but not limited to recognition, achievement, challenging work, opportunity for growth, rewards and reinforcements (Nyongesa 2007 and Bull & Solity, 1987).It is therefore evident that with unfavourable conditions class teachers are bound not to achieve good results. Other than being professional, trained and qualified it is not difficult to envisage that subject teachers are professional while class teachers are generalist hence perform beyond subject speciality.

The study also found out that there was no significant difference in the attitudes of head teachers, class teachers, other teachers and students towards the role of class teachers. This can be explained by the fact that all these sub categories are familiar with the school environment whereby a class teacher is a common phenomenon in a school set up. Also school rules and regulations may have played a role in ensuring that the attitudes of all the categories of respondents are similar through for instance hidden curriculum. The role of schools' organizational culture and climate unifies the individuals in similar organizations.

5.5 Conclusion
In an attempt to achieve the study objectives, the research was guided by four research questions notably:

According to the findings of this research it can be concluded that although teachers and students are on average satisfied class teachers have a significant contribution to the

organization of schools in Kenya ed with the methods adopted for selecting class teachers there is a need to improve on this aspect by documenting formal guidelines and criteria for selecting class teachers.

It is also evident that that class teachers have a significant contribution to the organization of schools in Kenya by performing duties such as marking registers and maintaining class records among others.

Concerning the levels of involvement the study established that class teachers are more involved in some aspects of school organization than others for example disciplinary maters are delegated to class teachers whereas in budget process less involvement was noted. Finally the study found out that head teachers, class teachers, other teachers and students had positive attitude towards the role of class teacher in a secondary school.

The respondents accorded some worth satisfaction levels though not 100%. They all showed confidence in the way class teachers handle their duties.

5.6 Recommendations

Based on the foregoing discussions of the findings and conclusion, the following recommendations were made:

(i) TSC to provide a document with clear guidelines and procedure pertaining to methods of selection, qualification, responsibilities, power and authority of class teachers.

(ii) TSC to define the roles of class teachers just as they have provided for Heads of Departments and Deputy Head teachers.

(iii) The Ministry of Education to review the existing the organizational structure of secondary schools to incorporate class teachers.

(iv) Class teachers to undertake training on the roles and responsibilities of class teachers in a secondary school.

(v) Class teachers to be paid responsibility allowance by TSC for their tireless and enormous work as the same allowance is enjoyed by their counterparts like heads of department.

(vi) The number of lessons allocated to class teachers to be reduced to allow them amble time for effective class organization.

5.7 Suggestion for Further Studies

(i) A research could be undertaken to investigate gender and role of class teachers in the organization of secondary schools.

(ii) A similar study on the role of class teachers in the organization of schools could be done in primary schools

(iii) There is also need to undertake a research on the challenges facing class teachers in the performance of their duties

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APPENDICES

APPENDIX A: Table for Target Population

School	No. Of Teachers	No. Of Head teachers	No. Of Class teachers	Other teachers	No. Of Students	Total
Garissa Boys' Sec	26	1	12	13	460	486
NEP Girls' Boarding Sec	19	1	8	10	270	289
Ummu-Salama Girls' Day Sec	15	1	8	6	398	413
County High Boys'	21	1	12	8	530	551
Sankuri Boys' Sec.	15	1	8	6	263	278
Modogashe Boys' Sec	10	1	4	5	127	137
Balambala Boys Sec.	10	1	4	5	121	131
Dadaab Boys Sec	9	1	6	2	302	311
Bura Boys Sec.	9	1	4	4	152	161
Iftin Girls' Day Sec.	4	1	2	1	106	110
Boystown Boys' Day Sec	5	1	2	2	87	92
Tetu Boys Day Sec.	1	1	1	0	43	45
Y.M.A Boys Day Sec.	9	1	4	4	155	164
Khadija Girls' Day Sec.	11	1	2	8	74	85
Iqra Boys' Day Sec.	7	1	3	3	83	90
TOTAL		15	80	77	3171	3343

Source: Field Survey Data, 2007

APPENDIX B: LETTER OF INTRODUCTION

Dear Respondent,

I wish to state that I am a postgraduate student in the school of Education, Moi University. I am undertaking a research to assess the role of class teachers in the management of secondary schools in Garissa district

The purpose of writing this letter is to kindly request you to respond to all the items in the attached questionnaire. Please do not write your name. Your answers will be treated with utmost confidentiality.

Your contribution as regards this study will be highly appreciated.

Thanking you in anticipation.

Yours' faithfully,

EBLA .H. ADEN
RESEARCHER

INSTRUCTIONS

1. PLEASE ANSWER ALL QUESTIONS APPROPRIATELY.

2. DO NOT INDICATE YOUR NAME ON THIS FORM.

3. FOR EACH SECTION, PLEASE READ THE GIVEN INSTRUCTIONS
   CAREFULLY.

PART I

BIO DATA

1. Please indicate your gender by ticking ($\sqrt{}$) appropriately.

     Gender: Male ( )   Female ( )

2. For how long have you been a Secondary School Head teacher?

Below 5 ( )   6-10 ( )   11-15 ( ) 16-20 ( ) 21-25 ( )   Over 25 ( )

3. What is your current qualification?

Bed   ( )   Dip. Ed ( )   B.A / PGDE   ( )   B.Sc/ PGDE ( )   M.A( )

M. Ed ( )   M.Sc ( ) Other (s) ( )

PART II:

A: SELECTION OF CLASS TEACHERS

1. Are you satisfied with the current methods of choosing class teachers?

Yes   (   )   No (   )   Not Sure   (   )

2. Given in the table below are possible considerations when selecting class teachers in a school. For each of them, please choose and tick ($\sqrt{}$) the level of satisfaction which you think is most applicable for selecting class teachers in your school.

Method of selecting	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Least Satisfactory	Not Satisfactory
1.General knowledge					
2.Qualification					
3.Teaching experience					
4.Training on role of class teachers					
5.Good Public Relations					
6. Active Participation in other activities					
7. Expressed Interests					
8. Number of Lessons taught					
9.Commitment to duties					
10. Positive attitudes towards work of class teachers.					

3. In your opinion, what are other qualities of an effective class teacher?

B: CONTRIBUTION OF CLASS TEACHERS TO SCHOOL ORGANIZATION

1. Is a class teacher necessary in your school?

     Yes ( )   No ( )

2. The table below shows various roles of class teachers and how they contribute to organization of schools. For each role, please choose and tick (√) the level that you think is most applicable in your school.

Contribution To School Organization / Roles Of Class Teachers	Very high contribution	High contribution	Moderate contribution	Low contribution	No contribution
1.Keeping class records					
2.Class room organization					
3.Ensuring students' safety/security					
4.Enforcing school rules &regulations					
5.Motivatingclass members					
6.Marking class registers					
7.AttendingParent Teachers (PTA) meetings					
8.Inducting new students to class					
9. Attending disciplinary cases for students.					
10. Resource allocation					

3. Students with personal problems should first go to see: - please tick (√) only one.

 Head teacher **( )** Deputy Head **( )** Head of Department **( )**   Class teacher **( )**

Other Teachers **( )**

C: INVOLVEMENT IN ORGANIZATION

For each of the given statements, tick (√) the level of involvement of class teachers in the organization of your school using the key below.

Very Involved	Involved	Not Sure	Least Involved	Not Involved
5	4	3	2	1
( )	( )	( )	( )	( )

1. Students' discipline   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

2. Representation in Board **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

3. Decision making   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

4. Selecting new student   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

5. Conflict resolution   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

6. Organising events   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

7. Budgeting for school   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

D: ATTITUDES TOWARDS ROLE OF CLASS TEACHER

Please choose and tick (√) your answers based on the given 5 point scale. 5 mean you strongly agree and 1 means you strongly disagree with the given statement. Please use the key below to guide you.

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

   5   **4**   **3**   **2**   **1**

 ( )   ( )   ( )   ( )   ( )

1. Students are satisfied with the work of the class teacher

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

2. Students prefer to request permission from the class teacher than the head teacher

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

3. The relationship between the class teacher and students is good.

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

4. Class teachers should be paid responsibility allowance for their extra duties.

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

5. Class teachers are entrusted with confidential information for their class members

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

6. Briefly comment on how class teachers assist students, other teachers and administration of the school

----

APPENDIX D: QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

1. PLEASE ANSWER ALL QUESTIONS APPROPRIATELY.

2. DO NOT INDICATE YOUR NAME ON THIS FORM.

3. FOR EACH SECTION, PLEASE READ THE GIVEN INSTRUCTIONS
   CAREFULLY.

PART I:

BIO DATA

1. Please indicate your gender by ticking (√) appropriately.

   Gender: Male **( )**   Female **( )**

2. Are you a class teacher?   Yes ( )   No ( )
 If yes, please tick (√) the form specifying the class in which you serve as a class
    teacher.

  Form One   **( )** Form Two   **( )** Form Three **( )** Form Four   **( )**

3. For how long have you been a Secondary School Teacher?

  Below 5 **( )**   6-10 **( )**   11-15 **( )**   16-20 **( )**   21-25 **( )**   Over 25 **( )**

PART II:

A: SELECTION OF CLASS TEACHERS

1. Are you satisfied with the current methods of choosing class teachers?

Yes (   )   No (   )   Not Sure (   )

2. Given in the table below are possible considerations when selecting class teachers in a school. For each of them, please choose and tick ($\sqrt{}$) the level of satisfaction which you think is most applicable for selecting class teachers in your school.

Method of selecting	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Least Satisfactory	Not Satisfactory
1.General knowledge					
2.Qualification					
3.Teaching experience					
4.Training on role of class teachers					
5.Good Public Relations					
6.Active Participation in other activities					
7.Expressed Interests					
8.Number of Lessons taught					
9.Commitment to duties					
10. Positive attitudes towards work of class teachers.					

3. In your opinion, what are other qualities of an effective class teacher?

B: CONTRIBUTION OF CLASS TEACHERS TO SCHOOL ORGANIZATION

1. Is a class teacher necessary in your school?

     Yes (   )   No (   )

2. The table below shows various roles of class teachers and how they contribute to organization of schools. For each role, please choose and tick (√) the level that you think is most applicable in your school.

Method of selecting	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Least Satisfactory	Not Satisfactory
1.General knowledge					
2.Qualification					
3.Teaching experience					
4.Training on role of class teachers					
5.Good Public Relations					
6. Active Participation in other activities					
7. Expressed Interests					
8. Number of Lessons taught					
9.Commitment to duties					
10. Positive attitudes towards work of class teachers.					

3. Students with personal problems should first go to see: - please tick (√) only one.

    Head teacher (   ) Deputy Head (   )   Head of Department (   )   Class teacher (   )

   Other Teachers (   )

C: INVOLVEMENT IN ORGANIZATION

For each of the given statements, tick (√) the level of involvement of class teachers in the organization of your school using the key below.

Very Involved	**Involved**	**Not Sure**	**Least Involved**	**Not Involved**
5	**4**	**3**	**2**	**1**
( )	( )	( )	( )	( )

1. Students' discipline   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

2. Representation in Board **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

3. Decision making   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

4. Selecting new student   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

5. Conflict resolution   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

6. Organising events   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

7. Budgeting for school   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

D: ATTITUDES TOWARDS ROLE OF CLASS TEACHERS

Please choose and tick (√) your answers based on the given 5 point scale. 5 mean you strongly agree and 1 means you strongly disagree with the given statement. Please use the key below to guide you.

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

   5   **4**   **3**   **2**   **1**

 ( )   ( )   ( )   ( )   ( )

1. Students are satisfied with the work of the class teacher

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

2. Students prefer to request permission from the class teacher than the head teacher

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

3. The relationship between the class teacher and students is good.

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

4. Class teachers should be paid responsibility allowance for their extra duties.

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

5. Class teachers are entrusted with confidential information for their class members

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

6. Briefly comment on how class teachers assist students, other teachers and administration of the school

----

APPENDIX E: QUESTIONNAIRE FOR STUDENTS

INSTRUCTIONS

1. PLEASE ANSWER ALL QUESTIONS APPROPRIATELY.

2. DO NOT INDICATE YOUR NAME ON THIS FORM.

3. FOR EACH SECTION, PLEASE READ THE GIVEN INSTRUCTIONS CAREFULLY.

PART I:

BIO DATA

1. Please indicate your gender by ticking (√) appropriately.

    Gender: Male **( )**   Female **( )**

2. Please tick (√) your form specifying the class in which you are.

  Form One   **( )** Form Two   **( )** Form Three **( )** Form Four   **( )**

3. Do you hold any responsibility in your school?   Yes ( )   No ( )

   If yes, please specify; …………………………………………………….

PART II

A: SELECTION OF CLASS TEACHERS

1. Are you satisfied with the current methods of choosing class teachers?

Yes (   )   No (   )   Not Sure (   )

2. Given in the table below are possible considerations when selecting class teachers in a school. For each of them, please choose and tick ($\sqrt{}$) the level of satisfaction which you think is most applicable for selecting class teachers in your school.

Method of selecting	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Least Satisfactory	Not Satisfactory
1.General knowledge					
2.Qualification					
3.Teaching experience					
4.Training on role of class teachers					
5.Good Public Relations					
6. Active Participation in other activities					
7. Expressed Interests					
8. Number of Lessons taught					
9.Commitment to duties					
10. Positive attitudes towards work of class teachers.					

3. In your opinion, what are other qualities of an effective class teacher?

B: CONTRIBUTION OF CLASS TEACHERS TO SCHOOL ORGANIZATION

1. Is a class master or class mistress necessary in your school?

     Yes ( )   No ( )

2. The table below shows various roles of class teachers and how they contribute to organization of schools. For each role, please choose and tick (√) the level that you think is most applicable in your school.

Method of selecting	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Least Satisfactory	Not Satisfactory
1.General knowledge					
2.Qualification					
3.Teaching experience					
4.Training on role of class teachers					
5.Good Public Relations					
6. Active Participation in other activities					
7. Expressed Interests					
8. Number of Lessons taught					
9.Commitment to duties					
10. Positive attitudes towards work of class teachers.					

3. Students with personal problems should first go to see: - please tick (√) only one.

 Head teacher ( ) Deputy Head ( ) Head of Department ( )   Class teacher ( )

Other Teachers ( )

C: INVOLVEMENT IN ORGANIZATION

For each of the given statements, tick (√) the level of involvement of class teachers in the organization of your school using the key below.

Very Involved   **Involved**   **Not Sure**   **Least Involved**   **Not Involved**

   5   **4**   **3**   **2**   **1**

  ( )   ( )   ( )   ( )   ( )

1. Students' discipline   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

2. Representation in Board **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

3. Decision making   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

4. Selecting new student   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

5. Conflict resolution   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

6. Organising events   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

7. Budgeting for school   **5** ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

D: ATTITUDES TOWARDS ROLE OF CLASS TEACHERS

Please choose and tick (√) your answers based on the given 5 point scale. 5 mean you strongly agree and 1 means you strongly disagree with the given statement. Please use the key below to guide you.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1
( )	( )	( )	( )	( )

1. Students are satisfied with the work of the class teacher

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

2. Students prefer to request permission from the class teacher than the head teacher

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

3. The relationship between the class teacher and students is good.

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

4. Class teachers should be paid responsibility allowance for their extra duties.

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

5. Class teachers are entrusted with confidential information for their class members

  5 ( )   **4** ( )   **3** ( )   **2** ( )   **1** ( )

6. Briefly comment on how class teachers assist students, other teachers and administration of the school

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APPENDIX F: INTERVIEW SHEDULE FOR HEAD TEACHERS

1. Do class teachers play any significant role in general organization of school?

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2. Are policies for selecting, guiding and motivating class teachers necessary in school organization?

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3. Should class teachers be considered as part of senior school organization team?

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4. Does this school have a document that guides on the responsibilities for?

   Class   teachers?   Yes **( )**   No   **( )**

5. Are roles and responsibilities of class teachers different from those of other teachers?

6a) how do you ensure that class teachers are motivated in your school?

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b) Should class teachers be awarded responsibility allowance?

APPENDIX G: LOCATION OF GARRISSA IN KENYA

APPENDIX H: A MAP OF GARRISA DISTRICT

APPENDIX I: RESEARCH AUTHORISATION

APPENDIX J:RESEARCH PERMIT

APPENDIX K: LETTER OF CLASS