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**ESTABLISHING A MANAGEMENT SYSTEM FOR PINK GEMS SCHOOL  
An Action Research Approach**

**MUNYI MAGDALENE WAMBERE**

**Submitted in partial fulfillment of the requirements for the Degree of  
Masters in Education Management at Strathmore University.**



**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**Strathmore University**

**Nairobi, Kenya**

**October 2019**



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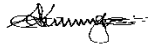
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**Munyi Magdalene Wambere**

**Signature:**



**Date:**

**14<sup>th</sup> October 2020**



### APPROVAL

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## **ABSTRACT**

Pink Gems Kindergarten was started in the year 2011 and construction of the school completed a year after. The land on which the school was built was on a leasehold agreement for a period of 5 years from 2012 to 2017. For a period of 5 years since its commencement, the school did not have a management structure and operated with the proprietors as the acting directors and a few teachers. The resulting issues that followed included misappropriation of school funds as well as theft, lack of records both academic and administrative, little to no follow up on the legal processes and non-compliance to the ministerial requirements. All these issues led to a grave disagreement between the proprietors and the land owner which led to an auction and eventual demolition of one part of the school.

The study focused on establishing a management system for Pink Gems School, and this was done between September 2019 and April 2020. It involved the three directors and three teachers. I used the Action Research four-phase approach. Phase I was planning and it included a brief overview of different management structures with specific context to global, regional and local settings with a view to highlighting the goals and management structures applicable for pink gems school. Phase II was Acting, where, together with my critical peer, we operationalized the goals and management structures for Pink Gems. Phase III was Observation, where we had detailed monitoring, and recording of progress and any change requiring intervention. Phase IV was Reflection, to concretize the goals and management structures that had been setup.

The goals and management structures established for Pink Gems included classroom experience, motivation and seamless administration, as well as focus on rules, focus on hierarchy, clarity of roles and certification and innate capacities respectively. These goals were very specific to Pink Gems and were the foundational point of establishing a management system, and it will be useful to other school owners particularly those whose schools need to establish a management system and those that are family run.

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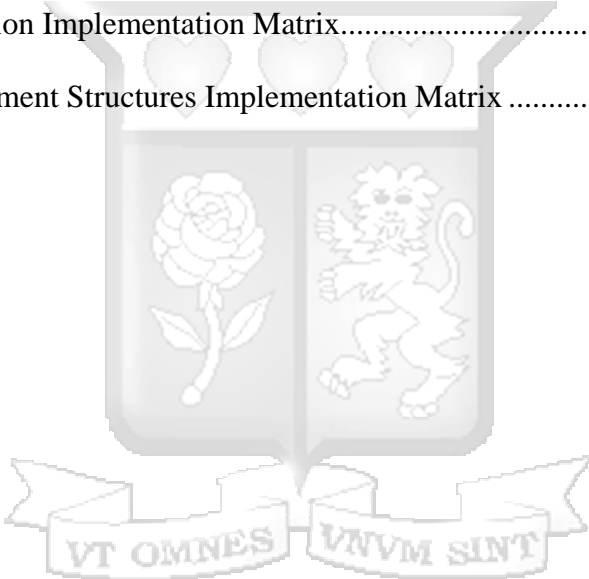
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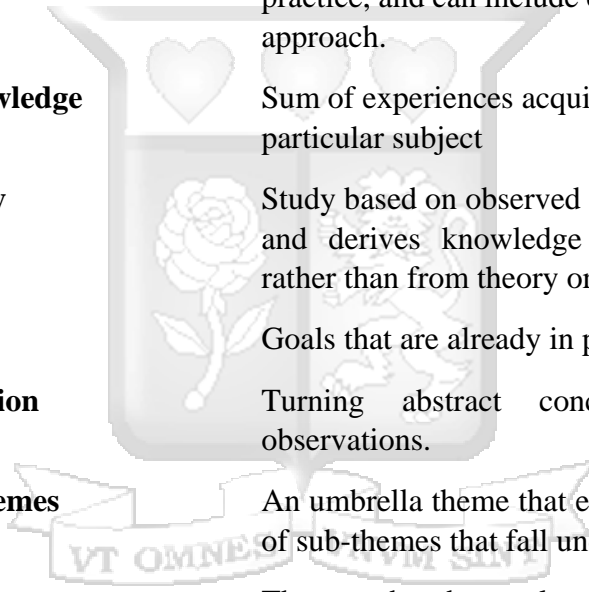
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## TECHNICAL TERMS



<b>Collaborative Action Research</b>	Research where groups of people come together to achieve social and professional change through working in partnership with each other, sometimes including external researchers or facilitators as a part of the partnership.
<b>Educational Action Research</b>	Research that is conducted specifically by education practitioners with a specific aim to improve practice, and can include collaborative or self-study approach.
<b>Embodied Knowledge</b>	Sum of experiences acquired over time on a particular subject
<b>Empirical Study</b>	Study based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief
<b>Living Goal</b>	Goals that are already in practice
<b>Operationalization</b>	Turning abstract concepts into measurable observations.
<b>Overarching themes</b>	An umbrella theme that encompasses a broad array of sub-themes that fall under it.
<b>Preconceived themes</b>	Themes that have already been thought of and expected to be present before the process of theme generation has taken place.
<b>SMART Goals</b>	Specific, Measurable, Achievable, Realistic and Time-bound
<b>Work Based Assignment</b>	Projects done with an aim of improving the school and usually done at the school.

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## DEDICATION

I dedicate this study to my late father, John Baptistar Kiragu, who, throughout his life, imprinted in my heart the desire and importance of education, and whose dream it was to see our family successfully running a school. Your dream lives on.



# **CHAPTER ONE**

## **1.1 Introduction to the study**

My purpose in the study was to investigate how I would establish a management system for Pink Gems School, a kindergarten and primary school licensed to accommodate up to 300 pupils, and whose student population was between 25 to 40 pupils at any given time. I order my chapters as follows: Chapter one highlights the introduction, Chapter two presents the literature review, Chapter three describes the research design and methodology used, Chapter 4 details the analysis and design, Chapter five details the implementation of the goals and management structures for the school, and Chapter 6 gives the conclusion and reflections.

## **1.2 What is the background of my problem?**

Pink Gems Kindergarten and Primary School was started in the year 2011 by a retired couple whose main objective was to find a sustainable project to keep them busy after their retirement years. In today's contemporary society, retirement is quickly becoming an important topic because it is an important phase of life that comes with many challenges in terms of adjustments and changes in lifestyle, self-esteem, friendships and vocation. (Nyaboke, 2010). The Merriam-Webster dictionary defines retirement as the withdrawal from one's position or occupation or from active working life, and consequently leading the life of seclusion and privacy.

The idea of the school was mainly to aid in this adjustment. Beyond the school simply being a retirement project, there was a need to establish a family business whose key end would be to financially sustain the family. After the structures were built, they began receiving students parallel to the process of registration. The chief objective of this project at the time of establishment did not include the finer details of how the school will be run since the founders had mainly pedagogic and not education management knowledge. From the start-up file in the records of the school, only three people were registered to run

the school including the manager and two teachers. One teacher served as the deputy. There were no records of the existence of a management board or a steering committee, and that the said teacher was the only point of reference of any kind of authority.

Sloan (2017) asserts that a family owned business must endeavor to have above all, clarity of roles and plans for growth and succession. In addition, properly kept records and a crisp model of management are among the top priority in any business where family is involved. In the case of Pink Gems Elementary, there were no records of the starting phase, and no plans made for a management system. The only model in existence was the basic requirement needed for registration of a school, which included the manager's role and a record of all the teachers as well as proof of ownership of the establishment.

National Council for Law Reporting (2012) states the ministerial requirements required to set up unaided schools. Unaided schools in this context refers to a school that is run independently of the government, and which is not receiving grants out of public funds. The report further extrapolates the management structure as well as the requirements needed for registration of a school. The process of registration is clear on the preconditions required for registration, key among these being that the establishment of the school should be consistent with the needs of the country and the economical and efficient provision of public, that the premises and accommodation are suitable and adequate, having regard to the number, ages and sex of the pupils who are to attend the school, and fulfil the prescribed minimum requirements of health and safety and conform with any building regulations for the time being in force under any written law. Lastly, the school must have an active manager, one who is suitable and proper to that role. This education further states that failure to adhere to the preconditions above, the school would be liable to closure.

The dossier of school registration (Appendix III), and compiled by the first directors showed documents from the Ministry, filled and signed but not complete. The school had not yet complied with the Health and Quality standards and therefore the process of registration remained incomplete. There was no record to show any recruitment of other members of a management committee and conversations held with the family confirmed that indeed there was no management structure.

The school, not being registered, meant that it was neither recognized by the Ministry of education nor the Kenya Private Schools Association (KEPSA) and as such, could not show a clear management structure as is required by law. In 2012, the Ministry of education put forward a new law for private schools that prescribed the disallowance of operation, if the school was not able to register at least 160 pupils within the first year (East Africa Business Consultants, 2019). Further to this, the Ministry of education outlines a list of requirements required by a proprietor intending to start a school. In this list the proprietor is required to state the management structure of the school, with a provision for a manager, a director, and a principal. In the case of Pink Gems, the position of manager was not filled and the director stood in the place of the three positions aforementioned. Muindi (2019) illustrates clearly the issues faced by starters of small businesses that includes the looming burnout, lack of resources, relationship wrangles within the family, and most importantly, the reduction of capital resulting from low sales in the first 2 years. In this respect, she affirms that to deal with the issues of financial drain, most entrepreneurs will take on multiple roles in the organizations, often not being able to compensate oneself. In the case of Pink Gems, this led to the assimilation of those roles into one, and the director did everything from the administration to teaching and providing transport services.

Cadbury (2000) further outlines this point by explaining the ideal situation required for the entrepreneur to establish success from the beginning. Among these the key reasons for success include commitment to the business. They should depict an outstanding dedication in ensuring success for the business growth, prosperity so as to safeguard the business for future generations. However, due to scarce resources, the director was forced to assimilate all roles and the workload was tripled. Following this workload, the director was unable to effectively follow-up on the part of the Ministerial requirements which meant that foreclosure was imminent.

With the demise of one of the founding partners in 2012, and without a clear management structure, the school was left destitute without a clear role on who would take over the role of the director. Reports from teachers and parents (Appendix V); indicated that the parents whose children were at the school began to feel the lack of leadership and many

withdrew their children. This was brought about by the fact that according to the parents, the director was for most part of the term was absent at the school and many of the issues they brought up were managed by the teachers. This showed a great need to not only establish a structure, but also include all aspects of management with the family members.

In August 2014, following the expiry of the lease agreement two years earlier, the land owner's legal team gave orders of eviction and further followed this with the demolition of one part of the school, in a bid to recover their money. This came at a time when parents were withdrawing their children from the school, so the demolition caused a further exodus, with many of the parents now confident that the school would imminently shut down. The numbers dropped from 31 to 25.

The Director decided to reach out to the family to request a joint effort in restoring the school and to establish a candid leadership that would be sustainable, but above all, ensure that the school would be managed on behalf of the family. My entry into Pink Gems school as its manager was in August of 2017. The period between August 2014 and August 2017 stagnated the numbers of the school at 25, and the number of teachers was also reduced from 4 to 2. The first challenge I faced and that I needed to systemize was the financial system. The only available records were the financial statements from the director's account, which was also the school account. Finance Manual for schools, (2013) elaborates the point on record keeping by outlining that records must be made and kept of all spending and commitments, as they occur. The different categories of income and expenditure are recorded separately under specific ledger (detail) codes. These codes should then be linked to an established financial management system. In the case of Pink Gems, the records did not exist, and only fee deposit slips were filed. There was no filing system for procurements and no evidence of petty cash vouchers. Purchases done were not receipted and so there were no records that could be compiled to create a report.

My capacity as the steward manager was to create the technical systems in place needed to run the school efficiently. The challenge that I faced as I tried to put the systems in place was the disconnect between management of the school and the interference of the family. In most cases in my tenure as the manager of Pink Gems, the director would be

critical of my work, citing that I was changing too many things and that I needed to consult.

Levinson (1971) gives a comprehensive and relevant insight into fundamental issues that plague family businesses. Citing that one of these is the noncompliance of the director to new structures and new systems placement. I encountered a heavy discordance with the director when I was creating a new financial system with better controls. I chose this topic for my first Work Based Assignment. I looked at the current system – or lack thereof, and put in place specific interventions that were meant to improve financial controls. These included changing the School account from a personal account to a corporate joint account with a second director with a mandate of both to sign. I also ensured that all parents paid directly to the bank and to expand the channels through which the payments could be made, I established a mobile money payment platform. I further outsourced a debt collection office and an accountant who would follow the parents to ensure full payments are done. Other interventions were establishing a cashbox that had a double lock system and a market attendant who was charged with grocery shopping for the school as opposed to daily shopping. The outcomes of this was that in the following term, the school closed with a surplus amount, which was never the case previously. The school further retained teachers for the term, because of the contractual arrangement that I introduced at the school. This is included in Appendices X and XI. (Kiragu, 2017).

In order to establish a simple organogram for the school, I had to figure out which structure gave Pink Gems the most advantages to help in achieving our organizational and financial goals. (Caramela, 2018) explains the importance of business structure and the need to establish a solid, legal system in accordance with the type of business. With Pink Gems being a Sole Proprietor, it was easy to see how one person was responsible for all of the school's profit and debt. This entity however does not offer the separation or protection of personal and professional assets, which could prove to become an issue later on as your business grows and more aspects hold you liable. (Sweeney, 2018).

Caramela (2018) affirms that the factors to consider when setting up a management or a legal structure are dependent on the level of flexibility, complexity and size of the organization, the controls required and the level of flexibility that can be allowed in the

operations management. Looking at these considerations, I found it necessary to consider financial controls as the immediate and most urgent factor, as well as the micromanagement aspect of running the human capital at the school. With this information, I was able to establish a system of management that involved a simple organogram, where the founding director was the director without any specific roles at the school, the manager, who was the administrative mind of the school, and a deputy principal, who was the head of operations at the school, in addition to being a teacher at the school.

Kimberley A Smith-Jentsch (1997) describes a model, the Anti-Air Teamwork Observation Measure, (ATOM Model) which was developed to evaluate team level processes that contribute to performance outcomes. The original model consisted of a 7 - aspect criteria that guided team performance which included communication, feedback, monitoring, coordination, initiative, helping team members and proactivity. The aim of this model was to give a plan that would guide the school, specifically the three-person team at Pink Gems to run the institution efficiently and effectively.

Katia Sycara (2001) refines this model by summarizing four key dimensions that small teams should be guided by. These four key pillars, should enable a small team to develop and maintain high performance as well as be able to turn the small team into an expert team. These 4 dimensions are represented in my organogram representation and they consist of constant flow of information, constant communication between the three persons, constant feedback and setting of annual and operational priorities.

In the case of Pink Gems, the model we had included a passive director as the head of the school who was also the founder of the school, and who would not take on any specific roles at the school, but would receive a salary on the basis of being a director. Following the passive director, we decided on a school manager, who would be responsible for all administrative processes at the school, and under the manager's supervision, we decided on a head of operations, which a position given to the senior teacher, who would run the office operations and other operations at the school. The rest of the directors also preferred to be passive without salaries but would participate in certain decision making meetings.

This model worked sustainably because the school, having a small population was easy to manage as processes were easy to monitor and any issues needing intervention were responded to within a short time. The decision to make the director devoid of any role was to ensure that the administrative process would be smooth as we needed to work without undue interference.

In a system that previously did not have unity of purpose and unity of direction, the vision and mission was unclear and the vision was lacking in depth. The teaching, administrative and support staff were highly demotivated and there was undoubtedly a high turn-over each term. In 2014, the school hired a total of 13 teachers, all of whom left within the span of the year, having completed less than a term's duration. There were no records to show any exit interviews but verbal grapevine indicated that they felt their jobs were insecure and they felt the absence of the administration. This was shown by the number of teachers who left without a word mid semester and the complains I received at my desk letters demanding payment that was not honored. (Appendix V).

The first step I took was to work on key support systems to avoid loss of revenue and pupil population. The first project as mentioned earlier, was to create a clear financial system to assist in sustainability. This assignment commenced in September 2018 and took a period of 3 months to gather evidence and propose solutions (Munyi, 2018). The advancement in these two projects meant that there was a definite progress in the school management. There was still the need for a proper management structure that accommodated expansion, as well as the many strategic issues accompanying this expansion, with a view to growing the school and providing for the many gaps in leadership that have for a while been overtaken by the many competing priorities in the present organizational structure.

This amelioration despite the positive progression were taking place on a bedrock of two key unresolved issues, the first and the most pressing was the issue of unresolved land ownership, which was an impediment leading to the second unresolved issue, which is the lack of registration.

The most recent impetus for the need to establish a working management system was the call of eviction by the land owner in 2018 September, who gave an ultimatum to leave by

the end of the same year 2018. This news coupled with the fact that the school was still not properly registered by the Ministry made the need to move to sustainable ground all the more urgent. An eviction meant that the school was facing a complete shutdown, without a structure that could be carried forward to the next locus of the school. I therefore made the decision to establish a management system for Pink Gems School, that would follow the school wherever it would be.

Following this call to eviction, I decided to call for a directors' and manager's meeting at the end of that year. Top on my priority was to table the possibility of securing a few acres of land, and transferring the school to the new area and incorporating a new management system, that would incorporate each member of the family.

Newton & Burgess (2016) indicates a genre of Action Research that is Scientific, Technical or Collaborative, and explains that this genre has as its goal to test a particular intervention based on a pre-specified theoretical framework. Its main aim is to generate knowledge.

I chose to anchor my study on Education Action Research genre because of its focus on issues occurring within and extending beyond the school, with the aim of improving practice, to have a better understanding of a particular aspect of the same, in this case to better understand the management system that a family run school ought to have, to have a better understanding of one's own practice in general, especially in my capacity as a manager, and finally, because Educational Action Research influences the social conditions of practice, by involving all stakeholders of the school, from the learner, the teacher, the parent and the society. (Zeichner, 1999).

### **1.3 Who am I and what are my values in the teaching and learning process?**

I am a teacher, with a background in French and Information management. I have a current teaching experience of 5 years and an administrative experience in education of 8 years. I started teaching soon after successful completion of my undergraduate studies as an assistant teacher at a Montessori pre-school within the capital. My duties as an assistant were to co-teach support subjects like Self-Care, Music and Dance, Reading and

Storytelling. After completing a year and a half I was promoted to be the school librarian and a French teacher. I was the only French subject teacher.

Later I joined a national secondary girls' school as a French teacher and assistant librarian, and worked there as a teacher, librarian and mentor. My experience and passion in being a classroom teacher grew significantly as I interacted with the students both inside and outside the classroom. I was promoted to the position of tutor at the same school, a position which required me to interact with students on a deeper level outside of academics. I have since developed as a passion, the spirit of continuous growth and value-based teaching and character education. This later on enabled me to hone fundamental skills of people management, especially in my interactions with the parents of the students. After two years I left to work as an administrator in a private university and it was there that I developed a passion for administration and management. I endeared my time in learning the complexities of managing an elaborate department, drawing lessons from how the Human Resource department interacted with the rest of the organization, how different managers drove their respective teams to success, and the different ways the aspects of communication, feedback and priority setting were managed. After 5 years in the private university, I left the organization with a view to using my wealth of experience and lessons learnt to manage a family owned school- a position I have held to date.

My guiding principles in my capacity as a school manager are to keep alive a spirit of learning, to foster a value-based approach to teaching and learning and a relentless spirit of growth. It is this drive that motivated this action research, with the primary objective of improving teaching and learning at the foundational level following a well-designed governing structure.

#### **1.4 What are my concerns and why am I concerned?**

Brenes, Madreigal, & Raquena (2011) confirm that the purpose of good management structures is to improve strategy and control mechanisms of the family business and, to organize the communication and relationship between family owners and business executives. In the case of Pink Gems, the family has not been involved to an extent that can be felt. Aronoff (2011) further elaborates by saying that a well governed business

enjoys the freedom to reach the heights the heights of success by working toward the highest peak of its objectives through maximizing profits, strategy improvement, realizing maximum profits, creating job opportunities and creating an environment where employees are developed and valued. This inevitably leads to a deep sense of family commitment with a strong capability to manage themselves appropriately. By sharing common interests that are both widespread and deep, they, according to (Aronoff, 2004, pp. 55-59) “hold shared interests that are vast and profound, often including a large capital investment, prospects for future employment of themselves and their offspring, and the larger-than-life image of a family business in its community”. Pink Gems since its inception did not have a management structure, and as such drifted severally into haphazard or destructive patterns of decision making and communication that threatened to destroy these shared interests before they could be realized.

I had the responsibility of running the school on behalf of the family as a steward manager. This means that I did not have the absolute mandate to make decisions, even though I was the one on the ground and my vision at many times, much clearer. My concern was magnified at the point of management. I was often faced with decisions that required the intervention of the entire family, and with director being a passive member of the team, most, if not all decisions were handled by myself and the operations administrator, who also had a dual role, that of a teacher and an administrator.

My role slowly become intertwined with that of the principal, because some tasks would more often than not overlap.

Conley (2003) affirms this point when he writes that the role of the principal is evolving to that of a networker, policy developer and interpreter as well as information manager.

A close look at steward manager’s roles indicated that it was the same as a principal.

The lack of a concrete management structure led to a series of problems. In 2014, after the expiry of the lease, there was no follow up on the same and this led to the stalling of the school’s registration process. Lack of registration meant that I was managing a school that did not adhere to the Ministry of education’s requirements on compliance. However, I managed to get a temporary council permit, which cuts across businesses and which gave the school an annual pass to run in the county. Further to this, following the demolition,

the ministry would not have allowed Pink Gems or any other school to run a primary school on an acreage of less than 2 acres. Nyaundi, (2019), confirms that a school with more than 15 learners should be registered as a school, and that a primary school should sit on not less than 2 acres. In order to comply to this, I had to make the decision to cut off the Primary section and manage the Kindergarten section. This proved a good temporary solution because of the main reason that kindergartens are under the county government and such the regulations are less rigid.

Lacking in stability also meant that I could not steer the school to growth, because I had to always look over my shoulder to see if the school will be served with an eviction notice from the landowner following an unresolved lease agreement. Late in 2015 we were served with an order to eviction which was swiftly followed by an auction that saw us lose many of the assets.

Among many other roles, I was expected to play the role of a legal assistant, health worker, fundraiser, driver, accountant, human resource manager, counsellor, store keeper, negotiator, security advisor, over and above my most important role of managing the teaching and learning process at the school.

“Given the complex nature of the principal’s role and the very heavy workloads reported by incumbents in the role, it would seem both sensible and necessary for them to engage with others in meeting the expectations of the job. We believe that the ‘lone ranger’ approach to school leadership is no longer desirable or practical, if it ever was”. (Duignan & Cannon, 2011, pp. 31-33).

This affirmation highlighted the concern I had and that I used as the impetus for retracing the steps and finding my way to a better and more sustainable way of managing the school.

In Kenya, good quality education is outside the financial reach of many families, and the government schools that are highly subsidized do not offer quality education. Good quality schools charge anywhere from KES 300,000 per term to KES 500,000. This amount increases significantly when a school was to offer boarding facilities. Kindergartens are not left behind in this frenzy either, as some of the best Kindergartens

charge from KES 50,000 to KES 70,000 per term, with some even asking for high amounts as registration and caution deposits. (Ngina, 2018).

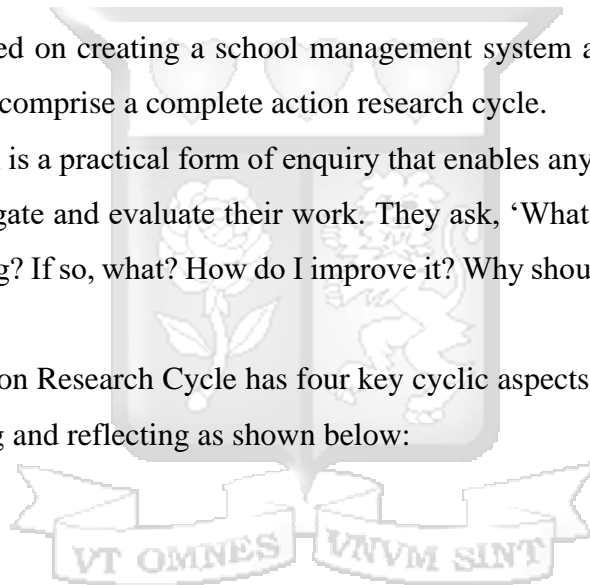
This has led to the rise of low-cost private schools. (Zuilkowski, Piper, Ong'ele, & Kiminza, 2018) found that parents who chose low cost private schools for their children were more driven by quality concerns than were public school parents. The issue here is more of quality, that is more often than not a misconception by many private schools. Glaser (1991) provided a quality framework for schools and a model of implementation that includes a tri-phase approach.

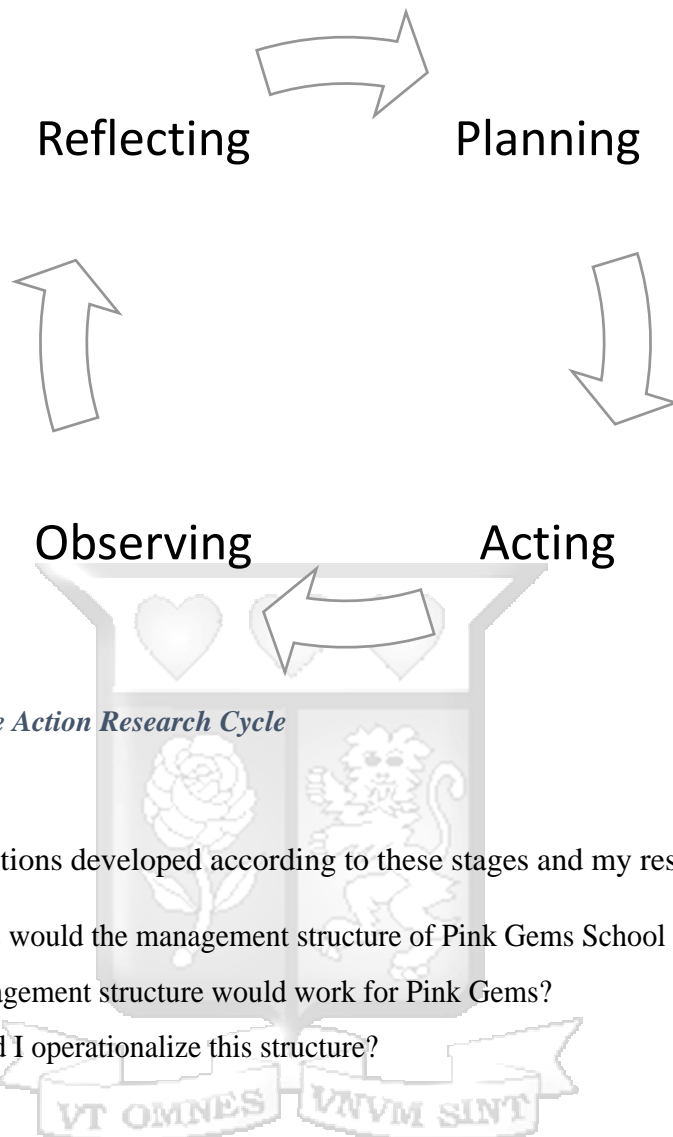
### **1.5 What are my research questions?**

The study focused on creating a school management system and was carried out in the three stages that comprise a complete action research cycle.

“Action research is a practical form of enquiry that enables anyone in every job and walk of life to investigate and evaluate their work. They ask, ‘What am I doing? Do I need to improve anything? If so, what? How do I improve it? Why should I improve it?’ (McNiff, 2017).

A complete Action Research Cycle has four key cyclic aspects that begin from planning, acting, observing and reflecting as shown below:





*Figure 1: Complete Action Research Cycle*

The research questions developed according to these stages and my research need were:

- 1 What goals would the management structure of Pink Gems School aim to achieve?
- 2 What management structure would work for Pink Gems?
- 3 How would I operationalize this structure?

### **1.6 What methodology did I use to conduct my research?**

I used the Action research cycle to guide the process at each stage of the research and specifically used Educational Action Research, which is a form of teaching as well as a form of reflective practice and professional learning founded on an ethical commitment to improving practice and realizing educational values. Action research involves individuals and groups identifying areas for improvement, generating ideas, and testing these ideas in practice. (Arhar, Holly, & Kasten, 2001)

Many reasons as to why teachers conduct action research have been established. These reasons include problem solving, improvement of the classroom, other teacher perspectives, gaining relationship with other teachers, and learning that will be used

toward future experiences. Teachers develop skills that empower them to solve problems, which lead to personal and professional growth. (Oja & Pine, 1987).

I used Action Research because of its cyclic nature in planning, action, observation and reflection. Stephen Kemmis (1988), explains Action Research as a form of collective self-reflective enquiry undertaken by participants in social situations, like a school. My reason for using action research was underpinned by its applicability in situations where a deliberate intervention is required to tackle a problematic situation with an end to bring about specific changes and improvements in the area of practice. (Burns, 2014).

At each stage, I began by contemplating the problem, Identifying and exploring it, reviewing it and reflecting upon the solution given.

In order to get a good understanding of the type of management system that would work for my school, as well the process of identification of the composition of the management committee, I attended seminars on governance, and met many school owners of both big and small schools so as to collect as much information as I could on the issue of management.

### **1.7 What was the scope of my study?**

The study was limited to the creation of a management structure for a Kindergarten. Pink Gems Kindergarten, a daycare, pre-school and primary school, started as a family business. The preschool consisted of pre-primary one consisting of 4-year-olds, and pre-primary two, consisting of 5-year-olds. The daycare had children from 2 to 3 years of age. The Pre-school children would then feed into the primary school. After the announcement by the Ministry of Education to acquire land of not less than 2 acres for a primary school, I decided to do away with the primary school and run Pink Gems as a Kindergarten.

The study was an action research whose continuing focus was on establishing a management structure that worked best for Pink Gems as well as chartering a management structure that could be adapted by other schools in similar circumstances as my contribution to research.

I looked at the overview of different models of school management structures in global, regional and local settings with respect to the goals, structures and operationalization

techniques in each setting. I analyzed the theories of preschool goal setting, theories of management structures and theories of operationalization for the same. I referred to empirical studies in global, regional and local settings and outlined the best practice for Pink Gems.

### **1.8 What were the benefits of my research to my own practice and theory?**

Action research contributes to the improvement of social situations while generating knowledge. (Ortrun, 2012). The study was a transformational process of continuous learning; in which I was be the biggest beneficiary of that knowledge. As a teacher and a school manager, my experience in management was greatly enhanced and my skills sharpened especially in my probe of the global, regional and local trends in management from the perspectives of owners and managers as regards goal setting, management structures and different operationalization techniques adopted in different contexts.

My contribution to the body of knowledge was by establishing a management structure that would be a synthesis of the global, regional and local settings and one that would be customized to Pink Gems and other similar schools across the national board.

### **1.9 Limitations of the study**

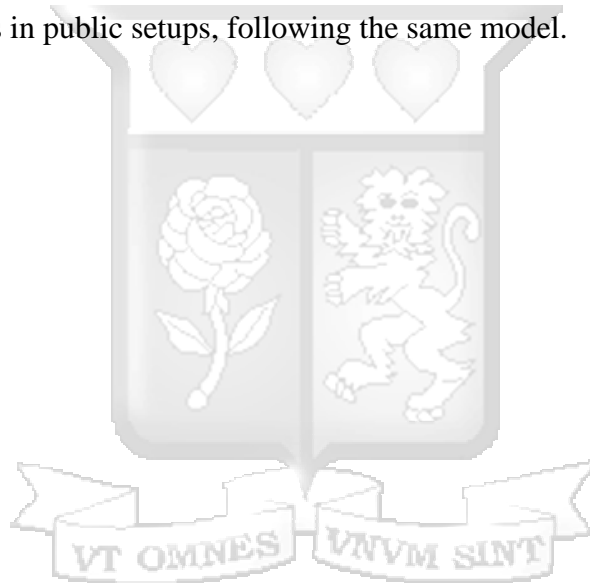
An important limitation to the study was the looming foreclosure that would have led to a brief stalling of the project, as well as attracting a legal tassel. The ministry officials kept coming to warn us about the lack of registration and lack of license, and threatened to shut down the school at any given moment. The study focused on the management systems of pre-schools, and therefore the possibility of growth into a primary school would require a second study into the management systems specific to primary schools. This limitation would delay the possibility of growth from the present school to a primary school, should the need arise as it surely would. The diverse opinions as well as the availability of the family members also forestalled major decision- making processes as all these were taken into account while setting up a management system.

Scarcity of time and money were key factors that were a limitation to the project, as I had to ensure that all costs including transport, facilitation fees, stationery costs as well as time spent away from my young family.

### **1.10 Future research**

My study's main focus was on the management structure of a preschool, specifically of Pink Gems Kindergarten, and more specifically on the aspect of the school having a family influenced management structure, borrowing on a number of scenarios in global, regional and local settings.

Future research should expand into primary schools and secondary schools, both family - owned as well as in public setups, following the same model.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

In this chapter, I give a brief overview of different management structures with specific context to global, regional and local settings. I draw the main concepts in these contexts of family run Kindergartens with regards to pedagogical and administrative needs. I highlight what has worked for different preschools with respect to the outlooks of both the owners of these schools as well as their managers, and the challenges that each respective management system has brought along. I also look at the aspects of the goals, management structures, as well as the operationalization of these aspects at a global, regional and local settings.

I further analyze the theories underpinning goal setting, management structures as well as operationalizing at the three contexts, with an aim of concretizing a management system for Pink Gems that is backed by theoretical evidence and that is specific to the school.

I further evaluate empirical evidence from the three contexts with explicit views from owners and managers, who will draw evidence from their own practice. I focus on the facets of goal setting, management structures specific to their schools and the operationalization of these facets. I also look at the challenges they have faced over time and how they have overcome them or try to deal with the same on a daily basis. With this evidence, I synthesize a management system for Pink Gems, having critically analyzed the input from a well-chosen critical peer at the local level who has guide my efforts in creating a management system for Pink Gems Preschool.

### **2.1 Overview of management structures**

Business Directory (2019) defines management structures of any organization as the typically hierarchical arrangement of lines of authority, communications, rights and duties of an organization. In defining an organizational structure, the manager has four objectives

in mind: division of tasks, coordination of efforts and tasks among people and enterprises, control over the way in which tasks are performed and flow of information. (Erven, 2006).

These four objectives will form the anchor of the key aspects that owners and managers ought to consider when running a business of any kind.

Wells (2018) states that a unique and distinguishing factor are the values held by school owners, and specifically values particular to the founder or the family-owners often permeate the school's organization and operation. He adds that it is very common that family-owners have a strong desire to infuse their values into the school's culture, and considerable attention is paid to preserving, celebrating, and perpetuating these values in the life of the school, as an essential facet of the owner's non-economic investment and legacy.

The importance of family values as the pillars of the family business's culture... enabling the company to be differentiated from other enterprises. (Aronoff, 2004).

Management structures for schools that thrive in success have leaders that are visionary and are future oriented. Marx (2006) affirms this point by saying that creating a future is the essence of leadership. Education systems are systems that drive change, and therefore are the closest to the rapid and evolving edge of opportunity. There is emphasis therefore on the need for a constantly changing working and strategic guide to the future filled with many possibilities. Wheatley (1992) writes that focusing on the dynamics of an organization rather than its structure constitutes a better way to leading organizations. This focus sees management structures evolving from rigid mechanical systems to more living and dynamic structures. She affirms this by comparing the evolving nature of the school to a machine that has been programmed and does not have the capacity to change. The school can therefore be considered a living organism. Andreasen (2005) describes living organizations as being adaptive, self-renewing, resilient, learning and intelligent.

The school therefore hinges its management structure from the pillars of having future-oriented leadership, being a living system that encompasses growth and change as part of its dynamic nature, as well as accountability to itself and the community.

## **2.2. The global context**

On the global scenario, I outlined conceptual models of different family run schools. I drew practical examples and further established similarities at a global, regional and local level in the alignment of goals, hierarchical structures and operationalization of the two elements from various family-run schools globally, regionally and locally. I did this to get a picture of different models of management that schools in these contexts have adopted so as to broaden my perspective when establishing a management structure for Pink Gems, as well to have an understanding of the challenges that the different models have faced, how they have overcome them, and what steps they have taken to ensure the smooth running of the schools. This information was particularly valuable as these schools were family owned and I needed to understand the complexities of these schools from these perspectives and apply the relevant lessons to Pink Gems.

Early childhood education and care in Europe and Anglo-American countries evolved out of the need to protect children especially those with special needs, and a service to facilitate mothers to work. (Kamerman, 2006).

Effective school leadership and administration is characterized as being firm and resolute as well as professional and decisive and at the core of any school management structure. School leaders therefore are really the drivers of an effective school management structure. (Huber, 2004). Additionally, there needs a congruence of administrative goals to educational goals to ensure that there is harmony in the school. According to Erven (2006), the reporting chain may not be clear and this overlay brings about confusion to the management structure of the business. Each person wears three hats: family, business and personal.

Baron & Lachenauer (2016) outline 5 basic ownership models for family run businesses as follows: Owner/Operator, where ownership is kept to the founder or the couple (if the founders are espoused); Partnership, where ownership within the family requires that each person contribute equally to the business, so that they gain equally the profits and losses; Distributed, where ownership is passed down to most or all descendants, whether or not they work in the company; Nested, where various family branches agree to own some

assets jointly and others separately, and finally Public, where a portion of the shares are publicly traded and the family decides to elect a board of management to run the company for them. In the interest of this research, my main focus will be on the owner/manager model.

### *2.2.1 Empirical Studies*

In Europe, there are very few mentioned family-run elementary schools outside of Britain. In London, there is The Wishford Group of Schools. This School is a family-run group of independent prep and senior schools. Their Executive Chairman comes from a lineage of educators with both of his parents being teachers and who also owned schools in their time. The Wishford Schools comprise of nine prep schools across England and which work collaboratively with each other. (Wishford Schools, 2019).

Information derived from their information site indicates the goals of the Schools to be three main ones, a focus on delivering the highest standards of education, Formation of an all rounded child with specific focus on academics, sports and creative arts, all in a safe, nurturing and happy environment, and pupil achievement and personal development. The goals are common and core to all the nine pre-schools run by the family.

The management structure is triune in nature and comprises of an Executive Team, The respective school Heads, and Non-Executive directors. The executive team is responsible for managing all the nine schools and has an executive chairman, three directors and three departmental heads. The Headmasters and headmistresses head the individual schools and the non-executive directors offer advisory support to the executive team, who in turn communicate this support to the respective school heads.

With regards to the operationalization of this triune structure, the Executive Team sets the group strategy, oversees the operations of each school and provides specialist support in areas such as property, human resources, compliance, finance and marketing, thus allowing the schools to focus on what really matters. The School Heads run the individual schools and work with the executive team through providing information on matters of

education and foundational aspects of the children's development. The Non-executive directors are a team of two non-executive directors and one non-executive member. These members offer advisory support in the areas of quality and accreditation, finances and special education. These roles are hierarchical in nature and not mutually exclusive. The executive team drive curriculum improvements, daily operations, quality and accreditation, financial matters, sales and digital marketing. (Wishford Schools, 2019).

The Thomas Group of Schools is also based in the United Kingdom and is also family run. The school has 2 founding principles, a couple, David and Joanna Thomas. Founded in 1977, the two founding principles passed the baton of management to their two sons, Tobyn and Ben Thomas. (Thomas's Academy, 2018).

This family has successfully run this school to date. The school comprises of four co-educational and independent preparatory schools in different locations in England. (Thomas Group of Schools, 2018).

Thomas Group of Schools embody four key goals, which underpin the school spirit of fostering kindness to its learners. These goals are, to be kind always, learning to learn, thinking globally and creating beauty through the action of the curriculum and extra-curricular activities.

The management structure is characterized by the two Executive Principals who manage all the four schools through the respective heads and vice heads. The school heads run the academic and daily operations of their respective school with the help of their vice principals who are charged with matters of curriculum management and improvement. The schools have one singular office that manages the financial matters of all the four schools, and which is managed by the Financial Director who reports directly to the two executive principals. (Thomas Group of Schools, 2018).

The operationalization of this structure starts with the two Executive Principals. They work with the support of three boards, the Leadership board, the Shareholder board and the Advisory board. The Leadership board is responsible for managing the school heads and vice heads, and operationalizing the strategic objectives for all the four schools. They also manage operation activities for all the schools. They are also charged with curriculum

management and its continuous improvement, as well handling issues to do with risk, safety and well-being of all the students and staff. The Advisory board formulates the annual strategic framework for all the schools and comes up with the broad objectives for the whole year that form the business plan. They also do regular school visits and advise on major strategic decisions including succession. The Shareholder's board manages three key aspects, fiduciary, risk assessment and the institution's strategic advancement.

Dieleman (2018) notes four main family run businesses in Asia. The first is where there is a simple business and a simple family, the second is where there is a simple business and a complex family, the third is where there is a complex business and a simple family, and the fourth is where there is a complex business and a complex family. In this context, a simple business is where the successor's role is clear and unchallenged, siblings do not get involved, and the family's commitment and heritage contribute to the firm's success. A complex business is characterized by the complexity of the market the same is engaged in. Even with the many family businesses in Asia, there is, to the best of my knowledge, no literature that is specific to management structures for family owned elementary schools in Asia, Australia and in the United States of America. The reason for this could be that majority of family owned schools from elementary, primary and secondary in Europe, America and Australia are state funded and tuition is free, therefore making it much more affordable to parents. (Jennings, 2013).

According to him, even though the private schools offer better quality education to children at all levels, the deep economic recession and high rates of unemployment has caused a sharp decline in the numbers of private schools and family owned schools, pushing parents to seek public school education for their children.

### **2.3 Regional Context**

In the regional context, (West, South and North Africa), there was no literature to the best of my knowledge that clearly and specifically outlined the existence of exclusively family run elementary schools, and therefore there is no empirical evidence outlining the management structures of family owned elementary schools.

## **2.4 Local Context**

In the local context, there are a number of family owned elementary schools. One major challenge I encountered in getting the information was the refusal of the family run schools to provide the information regarding their goals, management structures and the operationalizing of the same. Two out of the three schools I approached cited they were not ready to have their family organogram out on the public domain and objected to my documentation of any information regarding their schools on this paper.

### **2.4.1 Empirical Research**

#### *2.4.1.1 The case of Makini School*

Bauer, Brust, & Hubbert, (2002) has done a comprehensive study on the Makini School's history and from this research I was able to extrapolate the goals, management structures as well as the techniques of operationalizing of the same. This information was available on the public domain. Makini School was started by Mary and Pius Okello in 1978 as an elementary school, in response to a then growing need for private schools in Kenya. The Okellos started the school to supplement their income and started with a total of 8 children. Neither of them devoted themselves to fully run the school as it was small enough to be run by one senior teacher. As the school expanded, the Okellos decided to dedicate themselves to running the school with Mary Okello as the Executive Director and Pius Okello as the Chairman of the Board of Directors. The goals are hinged on a tri focus approach deemed 'The Promise', of Academic Progress, Confidence and finally Readiness to work. (Makini, 2018).

There is little information on the website of the school as well as from empirical studies to explicitly indicate the management structure of the school, but reference is made to the management style the Executive Director uses for overseeing the daily operations of the school as being approachable, financial-servy, focused on quality, keen attention to the selection process and most importantly, daily presence at the schools.

The study further gives insights on the challenges that the school has faced over the years which in summary are economic recession of the country that led the parents to pull out

their children, purchased land that was impossible to construct on due to the nature of the soil, harassment of their school buses by corrupt police officers among many others.

In the face of the challenges there were opportunities such as the financial background of Mary Okello, who used this as leverage to secure loans of large magnitudes to finance the school. They also had the first mover advantage and a keen eye for business as they were the first in the country to establish a private school and had come to cement their values and objectives. Their recruitment policy allowed them to only get the best teachers and pays them well above the stipulated pay grade. Makini School was the first school to introduce computer labs and other amenities that constituted extra-curricular activities.

The looming concern remains that of succession, as their children are keen to explore other options and not particularly those of the school, and the question remains whether the school will continue to retain its culture with the exit of its two anchors, Mary and Pius Okello.

#### *2.4.1.2 The case of Little Stars Elementary*

The Directors requested not have the real name of the school published. The above name is therefore a pseudonym. The goals of this elementary school circle around creating a quality environment so that the young learners may be groomed to be responsible members of the society. The Management Structure is simple but well organized, with the founding couple taking on the roles of Executive Directors in charge of development and academics respectively. One other member of the nuclear family is the Director of administration.

The structure continues to have one more director of co-curricular activities, who then supervises the deputy head teacher, the office manager, the level managers, the non-teaching head, the teaching staff, the catering staff and finally the support staff.

The Director of administration is the main driver of the operationalization process at the school. They are tasked with overseeing the tasks that the office manager is responsible for, including admissions, financial audits, complaints and feedback, recruitments, ministerial requirements, curriculum implementation and revision and new technological advances that the school needs in order to stay afloat of the ever-competitive environment.

## 2.5 Theories of goal setting

Business Directory (2019) defines a goal as an observable and measurable end result having one or more objectives to be achieved within a more or less fixed timeframe. Goal setting in business is further defined as a “motivational technique based on the concept that the practice of setting specific goals enhances performance, and that setting difficult goals results in higher performance than setting easier goals”.

DuBrin (2008) adds to this by affirming that goal setting can be an unmatched tool for motivating employees. Latham & Locke (2002) outline aspects that should be borne in mind when setting goals to ensure performance is maintained at the maximum levels. They affirm that goals need to be specific, difficult but attainable, they must be accepted by the employees, they must have a process of receiving feedback for their attainment, they are more effective when evaluating performance, deadlines improve the effectiveness of goals and group goal setting is just as important as individual goal setting.

Lunenburg (2011) says that there are two cognitive determinants of performance, values and intentions. (Goals). He explains that values create a desire to perform tasks that are in alignment to one’s values, and that the process of doing so is highly emotive. Furthermore, goals affect job performance by driving attention and actions. Challenging goals mobilize energy therefore producing higher and consistent efforts in employees. It then follows that goals motivate people to develop strategies that will push them to perform maximally, so that when goals are achieved, it leads to satisfaction and motivation and not achieving goals leads to frustration and subsequently lowering motivation.

There are various theories that explain goal setting. Victor Vroom’s theory of expectancy can be tied to goal setting using the three key elements of expectancy, valence and instrumentality. Mitchell (1982, pp. 80-88) defines motivation as “those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal oriented”. Suci, Mortan, & Lazar (2013) explain that performance is achieved by totaling abilities, opportunities and motivation. Vroom theory is hinged on the aspect that for employees to achieve the goals, these goals have to be set based on individual factors

like personality traits, skills, knowledge, experience and abilities, and he outlines the variables of expectancy, instrumentality and valence to account for this. (Ball, 2019).

This means that to be able to achieve the goals that have been set, managers and owners of schools need to ensure that there needs to be rewards that are actually needed by the teachers and staff, and that there needs to be training and development efforts, in a bid to assure them that their efforts will lead to goal attainment.

Maslow's theory of motivation is hinged on individual needs that need to be fulfilled in order to be the best version of themselves in a bid to achieve goals. These needs are represented in the form of a hierarchical pyramid and the lower tiers need to be achieved before the needs in the upper tiers can be realized. (McLeod, 2018).

Its relevance to goal setting can be directed to the fact that school managers and owners need to inevitably meet the safety needs of the teachers and staff members before they can participate in goal attainment.

Albert Bandura's socio-cognitive theory focuses on self-efficacy as the main tenet that influences goal setting in the school. This theory is hinged on existentialist and humanistic philosophies, where the individual's self-view is critical to success. "While self-efficacy is not considered a personality trait, it is considered a situation-specific construct. This is context dependent and functions as, a "cognitive mediator of action" (Bandura, 1982).

Using this theory, it is dependent on what the individual (employee) believes they can achieve. Employees with low self-efficacy therefore set low goals for themselves, while in contrast, those with high self-efficacy set high goals because they believe they can achieve them. "Individuals are more likely to engage in tasks for which they have high efficacy and less likely to engage in tasks they do not". (Gist & Mitchell, 1992, pp. 183-211).

This theory greatly impacts the school and has can be applied by school owners and school managers. By conducting extensive interviews to establish to establish previous successes and failures that may affect their roles at the school. Job roles can be made flexible to allow the teachers and staff members to work within their element. The presence of mentors and coaches to allow the staff and teachers reach their best potential, and in

addition encourage peer learning. A well induction process should be done and satisfactorily so. (Redmond & Slaughenhop, 2016).

The General Self-Efficacy scale (GSE) measures “self-efficacy in adaptation, optimism, and coping in regards to facing adversity or everyday problems. The purpose of the GSE is to measure confidence in goal setting, effort, and persistence”. (Matthias & Schwarzer, 1995, pp. 439-454). This scale can be used by the managers to measure the self-efficacy levels of the employees for the purposes of goal setting.

The most common and commonly used motivation theory is the Edwin Locke’s theory of goal setting and motivation, whose tenets and principles link clear goals and appropriate feedback are key aspects of employee motivation, and that working toward a goal is also a major source of motivation – which, in turn, improves performance. His research outlined that the more challenging and specific a goal is, the more effort employees put in to achieve it. (Locke, 1968).

Wroblewski (2019) illustrates the five principles of this theory and notes that it is from this theory that the acronym SMART goals was coined. These principles are very useful for small businesses as well.

Latham & Locke (1991) define these principles as clarity of role, challenging tasks, commitment to the task, feedback and task complexity. All these principles together form the blueprints for school owners and managers to be able to formulate goals that are in congruence to their business values and size, and adjust them as the business expands. Fig 3 gives the framework for this theory: (Adapted from [www.toolshero.com](http://www.toolshero.com))



Figure 2: SMART Goals Model

I will adapt a goal setting model for Pink Gems school from the three theories, by bringing together key aspects of each that are unique and practical. In the global and local contexts, it is not explicitly implied what theory these schools have adopted for their goal setting and management structure models, and therefore for Pink Gems the choice to amalgamate a model based on the theories mentioned is the best option.

### ***2.5.1 What management structure I chose to operationalize***

I picked out the different aspects of goal setting theories described in section (2.5) above, and using literature from diverse Human Resource sources as well as embodied knowledge, I adapted a model that includes all these aspects by breaking them down to more specific aspects that were used as a basis for constructing a goal setting model for Pink Gems.

In the operationalization process, I picked out three goal setting theories that formed the basis of implementation. My reason for choosing these themes was that I needed to come up with a broad spectrum of themes extrapolated from the main theories so as to capture the themes that would be suited to the management structure of Pink Gems. One theory would not have sufficed as the outlook as such provided would have been too narrow. I discuss these theories further below.

#### *2.5.1.1 Victor Vroom's Theory of Expectancy, Instrumentality & Valence.*

As described in section 2.5 above, this theory proposes that in order for goals to be achieved, the employees must have proper support from the employers and that they must also have the right skills and the assurance that their work will be recognized and rewarded accordingly. This way, they put value in their job and work in an end to achieve the goals that are set out for them. (Ball, 2019).

This theory clearly aligns both the needs of the employee and the employer to ensure achievement of goals. I chose this theory as it proposes two key elements of employee support and the need for the employer to have the right resources. This is the channel that is needed for the goals to be realized. From this theory, I look further into the themes established by this theory and then extrapolate the key themes that fit into the context of Pink Gems School.

#### *2.5.1.2 Albert Bandura's Socio Cognitive Theory*

I then used Albert bandura's socio cognitive theory. (Redmond & Slaughenhop, 2016). This theory proposes that the environment in the organization, in this case the school, operates as an interacting determinant that influences the achievement of goals. In order to achieve goals, employees will rely on the environment, their own personal factors related to the work environment as well as the knowledge of the consequences their behavior will have on the outcome. This theory therefore outlines clearly the structure that employers need to have in place to enable the employees achieve these goals, as well as the people responsible.

### 2.5.1.3 Locke's Theory of SMART goals.

Lastly, I chose Locke's theory of goal setting, (Latham & Locke, 1991). I used this theory because it gives a summarized picture of the whole process of goal setting by encapsulating the goals themselves as well as the structure and the channel through which they can be achieved. By focusing on the goals themselves to ensure that they are specific, measurable, achievable, realistic and timebound, (SMART), this theory gives a clear insight of how employers need to orient the employees so that goal achievement is understandable and achievable by all.

## 2.6 Theories of Organizational Structure

Hoyle (1986) makes a distinction between theories of management and organization as being different in that management concerns itself mainly with one domain of leadership, mainly authority and decision making. Theories of organization is focused on all the domains of the organization. Sisk (2018) breaks down the elements of organizational structure as being departmentalization, chain of command, span of control, centralization or decentralization, work specialization and the degree of formalization. All these elements work in harmony towards directing employees to achieve the institutional goals.

### 2.6.1 Max Weber's Bureaucratic Theory

Business Directory (2019) defines bureaucracy as a system for controlling or managing a country, company, or organization that is operated by a large number of officials employed to follow rules carefully. This theory was conceived at the time of industrialization, when there was a great need to organize employees, at a time when traditional methods were being used on large institutions.

Udy (1959) describes the six principles of this theory as being a strict focus on hierarchy, division of labor, having a formal selection process, career orientation, having formal rules and regulations, and a sense of impersonality.

Unfortunately, this theory has been criticized for being impersonal and separating the human factor from the organization. For example, the principle of division of labor leads

to specialized and highly skilled employees, but leads to monotony and burnout. Having formal rules and regulations may lead to sameness and predictability, but leads to a pile up of paperwork and many processes for a small task. This theory is well suited in highly industrialized organizations that deal with a single product. (Daneshfard & Aboalmaali, 2016).

Udy (1959) gives certain aspects that necessitate the use of this theory in organizations, and stresses its importance in situations where an organization looks to achieve order in its organization. However, school owners need to surpass the impartiality to connect with the teachers and the staff, therefore a large proportion of this theory may not be applicable to schools.

I chose this theory inasmuch as it has been criticized for its impersonal structure, because it gives the technical environment that enables a management structure to be effective. I extrapolated the themes that were only applicable to Pink Gems and that would provide the structural environment for management, I picked the themes of hierarchy and clarity of role as the key tenets for the management structure as these were key in establishing a clear path for achieving and maintaining the management structure required for Pink Gems.

### ***2.6.2 Henry Fayol's Administrative Theory***

Mbalamula, Suru, & Seni, (2017) conducted a research that concluded that School Managers considered structural principle as being more important than management principles. The study concluded that the structure of schools' administration is paramount for achievement of goals.

Fayol's theory revolves around 14 principles of management and these are division of work, discipline, unity of command, unity of direction, Subordination of Individual Interests to the General Interest, Remuneration, centralization, scalar chain, order, equity, Stability of Tenure of Personnel, Initiative and Esprit de Corps. (Uzuegbu & Nnadozie, 2015).

Achinivu, Okwu, Ayomide, Enobong, & Fansan, (2017) looks at the implications of Fayol's theory to schools and specifically startup schools as management structures tend to change with the expansion of the school. They "recommend that Startup Organizations should always maintain a sense of direction and carry the staff along by reminding them of the organizations goals and objectives, offer them a sense of importance to the organization and treat staff with utmost objectivity".

I chose this theory because it shows the human factors that are necessary for management to be effective, I specifically picked out the theme of employee needs and from these extrapolated tenets that would fit within the established management structure for Pink Gems School.

In response to Research Question 1 on goal setting, I picked out aspects from the different authors that are summary of the elements that are key considerations to setting goals for Pink Gems and which I used to set these goals. I considered the different tasks and recommended output, (Lunenburg, 2011), Instrumentality, valence and expectancy, which is the channel through which the manager through the employees use to achieve the set goals, (Mitchell, 1982), the various structures to be put in place for the staff to use in order to achieve these goals, (Redmond & Slaughenhop , 2016), the breakdown of the various tasks and the feedback loop to be used in reviewing the progress and the outcome of these goals. (Locke, 1968).

In response to Research Question 2 on Management Structures, I picked out two distinct aspects. The first aspect focused on the hierarchical elements defining structures in an organization, (Udy, 1959).

I focused on the aspects of the strict outlook on hierarchy, division of labor, having a formal selection process, career orientation, having formal rules and regulations and having a sense of impersonality. The second aspect that I focused on was the human elements required for the structure to work, and these are stability of tenure, initiative, spirit de corps, equity, remuneration, sense of initiative, and the subordination of individual interests to the general interests. (Achinivu et al. 2017).

In response to Research Question three on how I would operationalize goal setting and management structures, I worked closely with my critical peer after reviewing the outcomes of the implementation of the goals and management structures for Pink Gems School and established a system that would work specifically for my school, having looked at the outcomes of the interviews with the directors and teacher administrators of Pink Gems School.

## **2.7 How I operationalized a management structure for Pink Gems**

To create a management structure for Pink Gems, I looked at two key theories that I outlined in sections 2.6 above. In the empirical studies that I looked at both globally and locally, it was not explicitly explained what theory each respective school adopted to guide the management structures.

I looked at Max Weber's theory of bureaucracy, which Udy (1959) describes as having six principles as being a strict focus on hierarchy, division of labor, having a formal selection process, career orientation, having formal rules and regulations, and a sense of impersonality. This theory points to a management structure that focuses more on a strict sense of hierarchy and an adherence to formal rules and regulations. I also looked at Henry Fayol's Administrative Theory, which outlines 14 principles of management and these are division of work, discipline, unity of command, unity of direction, Subordination of Individual Interests to the General Interest, Remuneration, centralization, scalar chain, order, equity, Stability of Tenure of Personnel, Initiative and Esprit de Corps. This theory, points to a more human outlook in setting up management structures for the school. An adaptation from the two theories gave a model that considered the structural and human elements required to set up a balanced management structure for Pink Gems School.

## **2.8 Gaps in Research**

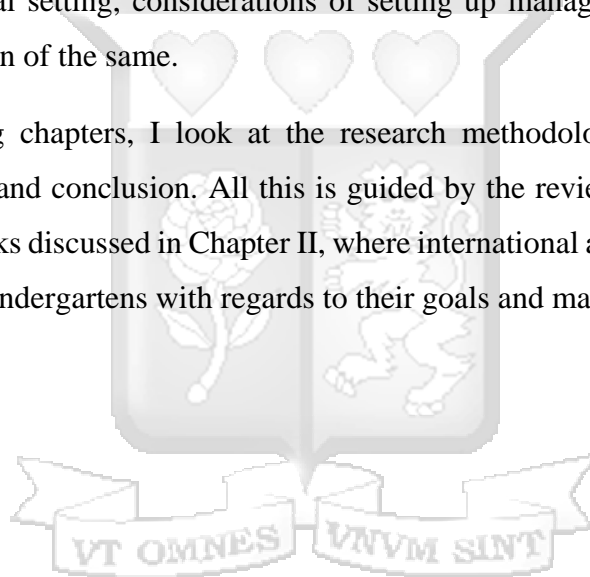
The Literature Review shows a significant gap in research particularly in empirical research in the areas of Regional and local contexts. Family run schools have very little

documentation on their goals, management structures as well operationalization of the same, therefore making it very difficult to draw examples from them.

Quite a few of the family run schools I called expressed concern of not wanting to expose their structures to the public, citing request for privacy. This caused a lack of information that would be critical in setting a standard that other family run businesses could learn from and therefore form a basis for constant improving.

My aim, in conducting this research, was to bridge that gap by not only setting up a management structure for Pink Gems School, but also provide a possible pioneer guideline on what family run schools should endeavor to put in place before starting a school, principles of goal setting, considerations of setting up management structures, and the operationalization of the same.

In the following chapters, I look at the research methodology, analysis and design, implementation and conclusion. All this is guided by the review from empirical studies and seminal works discussed in Chapter II, where international and local literature focuses on family run Kindergartens with regards to their goals and management structures.



## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction**

In this chapter, I accentuate the research design and methodology used for the study. This includes the research design, the population of interest, sampling methods employed as well the geographical area. Furthermore, the chapter highlights the data collection instruments, data collection and analysis methods, as well any pertinent information regarding ethical considerations from beginning to completion of the research.

### **3.2 The Research Approach employed**

I used the Educational Action Research design to conduct my research. Education Action Research culminates in the generation of Living theories, whose intent is to move beyond description and to generate a valid explanation for an individual's educational influence in his or her own learning and in the learning of others. (Whitehead, 2009)

A living theory is therefore an explanation for an individual's educational influence in learning where the explanatory principles are not abstract generalizations but rather a means to express the researcher's influence on education.

Educational Action Research can, and has been conducted under a variety of contextual circumstances. It has been conducted as a self-study as well as collaborative groups composed of peers, or school groups, including domains within the classroom, within the school and even beyond the school. This genre of Action Research has been used to specifically improve professional development and influence social conditions of practice. (Zeichner, 2001).

Eden & Huxham (1996) states that this approach is used by members of an organization in reaction to a matter that is of genuine concern to them. Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. They

ask, ‘What am I doing? What do I need to improve? How do I improve it?’ Their accounts of practice show how they are trying to improve their own learning and influence the learning of others. (Whitehead & McNiff, 2006).

In the case of Pink Gems Elementary, the lack of living goals, a management structure and operationalization of the same was what was of genuine concern to me and what I needed to improve. I improved this by looking at various global, regional and local family run schools and extrapolating from their goals, management structure and operationalization of the same with an end to creating a management structure for Pink Gems Elementary.

### **3.3 What was my context?**

My focus was on Pink Gems Kindergarten in Kiambu County. I looked at various goals, management structures and operationalization of the same in the global, regional and local contexts. On the local scenario I cast my vision across two counties, Nairobi and Kiambu. I worked mainly with owner-managers, and administrators in the context of family run schools.

### **3.4 Who were my concerns?**

I worked mainly with Owner-Managers and administrators in family run schools. They highlighted the goals, management structures and operationalization of their schools at a local level and the challenges over the years and the highlights of their success. In Pink Gems, I worked with the three directors, the manager, an operations administrator - a position filled by the senior teacher, two teachers and a matron. The driver, the security personnel and the gardener are all outsourced. I worked with a critical peer with an end to sculpting a workable management structure for my school with regards to the circumstances affecting the same.

### **3.5 Research instruments used in the study**

I used two main instruments as follows: semi structured questionnaires, and secondary data (observation of records and research databases).

#### ***3.5.1 Semi structured questionnaires***

Semi structured questionnaires are a method of data collection which use a mélange of both close and open-ended questions and which is usually followed by ‘why’ or ‘how’ questions. (Williams, 2015).

The questions in the questionnaire included the aspects carried in research questions one and two. I used semi structured questionnaires to collect information because of their flexibility in going above the aspects expected to give more insights on how the process can be enriched. I interviewed all the directors and the teachers at the school.

Using aspects from the goal setting theories from which I adapted the goal setting and management structures model, I used both embodied knowledge as well as Human Resource books, articles and reports to break down these aspects (pertaining to the adapted goal setting model as well as the adapted management structure model) into specific aspects that would be the focal point in framing the questions in the questionnaire, for both the directors and the teachers.

#### ***3.5.2 Secondary Data***

Secondary data is data that is collected by someone else for some other purpose (but being utilized by the investigator for another purpose). (Kabir, 2016). Furthermore, secondary analysis involves the use of existing data that is collected for the purposes of a prior study in order to pursue a research interest which is distinct from that of the original work; this may be a new research question or an alternative perspective on the original question. (Hinds, Vogel, & Clarke-Steffen, 1997).

In my case, I used the observation method to gain access to information through school records, websites, databases, internet articles as well as research articles by other researchers. I made reference to websites in Chapter II above specifically in section 2.2.1

where I explained global empirical studies in highlighting a few family-run schools with regards to understanding from these sources the goals, management structures and the operationalization of the same.

I further, in section 2.4.1, made an elaborate review of two family-run schools on the local context and similarly sought to understand their goals management structures and how they operationalized the same.

### **3.6 How I conducted my research (Action Research Cycles)**

Using the Action Research four-phase approach highlighted in Chapter II, we started with the first phase which included a brief overview of different management structures with specific context to global, regional and local settings. In the first phase, we highlighted the goals and management structures which were applicable for pink gems school, and this in relation to the planning stage of the Action Research Cycle. This phase took 3 months and needed the input of the directors and the teachers through feedback from the semi structured questionnaires. This phase was in response to Research Questions one and two.

The second phase was the Acting stage, in which there was the implementation of the goals and setting up the management structures for Pink Gems School. This process needed the critical peer, the directors and the teachers. This phase was in response to Research Question three, in which we operationalized the goals as well as the management structure. This phase took 3 months.

The third phase was the observation stage, and in this phase, we had detailed monitoring, and recording of progress and any change requiring intervention. We worked closely with the critical peer together with the other directors and teachers. Progress was recorded in the action research journal.

The fourth phase was the reflection stage. In this phase, we held small frequent discussions with the directors, teachers and the critical peer on the systems of goals and management structures implemented and what needed to be improved in a view to concretize the goals and management structures. This phase took 1 month.

I portray them in table 1:



<b>Research Question (RQ)</b>	<b>Action Research Cycle</b>	<b>Duration</b>	<b>Evidence (Annexes)</b>	<b>By Whom</b>
RQ 1 <b>Goals</b>	<b>Planning</b>	3 months	Semi-structured questionnaires	Directors Manager Teachers
	Planning what goals can be for Pink Gems (through feedback from questionnaires)	September- December 2019		
RQ 2 <b>Management Structures</b>	<b>Planning</b>	3 months	Semi-structured questionnaires	Directors Manager Teachers
	Planning what management structures can be for Pink Gems (feedback from questionnaires)	September- December 2019		
RQ 3 <b>Operationalization</b>	<b>Acting</b>	3 months	Action Research Journal	Directors Manager Critical peer
	Implementing goals and management structures	January – March 2020		
	<b>Observing</b>	3 months	Action Research Journal	Director Manager Critical Peer
	Detailed monitoring, and recording of progress and any change requiring intervention	January – March 2020		
	<b>Reflecting</b>	1 month		Critical Peer Directors Teachers
	Small discussions with the directors, teachers and the critical peer on the systems of goals and management structures implemented and what needs to be improved, or what has gone well.	April 2020		

Table 1: Action Research Cycle Pink Gems

### **3.7 How I analyzed my research findings**

Data analysis refers to the processes associated with surfacing meaning and understanding from the various data sets that may be collected during the action research project as a basis for further action and theory building. (Coghlan & Brydon-Miller, 2014).

In my research, I used semi structured questionnaires and as well as secondary data to collect information. In this regard, I used deductive thematic analysis to respond to the research questions one and two on what goals would the management structure of Pink Gems School aim to achieve, and what management structure would work for Pink Gems. Deductive thematic analyses involve coming to the data with some preconceived themes expected to be found reflected there, based on theory or existing knowledge. The preconceived themes came from the main theories that formed the basis of my framework. (Sterling, 2001).

It is a method for identifying, analyzing and reporting patterns within data. Braun & Clarke (2008). I cover this in Chapter four.

In Chapter five, using the critical peer, reflective journal and the appendices detailing reports and feedback from the questionnaires, I further did a reflective analysis on what worked, what needed to be improved with respect to research question three on the operationalizing of the goals and management structures for Pink Gems.

In Chapter six, with the advice of the critical peer, the input from the directors and teachers, and with regard to the empirical findings from the literature review, I concretized the goals, management structures and the operationalization of the two into a working management system specific to Pink Gems.

### **3.8 How I showed that the results are verifiable and fair**

According to Business Directory (2019), the term verifiability means “to prove the truth of, as by evidence or testimony; confirm; substantiate”.

In my research, I worked closely with a critical peer, a person with a wealth of knowledge in family run schools, being in one herself. As part of the support, I updated our conversation in the journal and she verified the same as shown in Appendix I and her recommendation in Appendix XXVIII.

### **3.9 How I used the findings of my research**

This research was instrumental in charting the way to modelling a management structure for small to expanding family run schools. I used the findings to create a management structure that encompasses the goals, hierarchical structures as well the operationalization of the two. Given the difficulty of getting information from family run schools in the region and locally, I aimed to change that by adding my research to the pool of knowledge, and in particular to other school owners, especially those aiming to start a family run schools.

### **3.10 Research Ethics**

Research ethics may be defined simply as the norms for conduct that distinguish between acceptable and unacceptable behavior. (Resnik, 2015).

This research detailed reflections of owner managers, and as such I ensured that ethical accountability was maintained. In so doing, I paid close attention and consideration to issues revolving around consent, confidentiality and privacy.

Informed Consent is “a voluntary agreement to participate in research. It is not merely a form that is signed but is a process, in which the subject has an understanding of the research and its risks”. (Shahnazarian, 2019, p. 3).

I first and foremost sought consent from the owners of the school, who gave their consent to the administrators and the rest of the family members involved in the business. The consent forms are attached as appendices to the final document.

Confidentiality refers to a condition in which the researcher knows the identity of a research subject, but takes steps to protect that identity from being discovered by others. (Human Subjects Review, 2019).

I fictionalized the name of the schools whose profiles are not on the public domain such that they are not recognizable to the public, and I ensured that privacy is respected and that participants were free to accept, decline and withdraw from the process at any moment.



## **CHAPTER FOUR: ANALYSIS AND DESIGN**

### **4.1 Introduction**

In this Chapter I describe how, using the Action Research Cycle (Planning, Acting, Observing and Reflection), I adapted a management structure for Pink Gems Kindergarten. I used thematic analysis to develop themes, using semi-structured questionnaires administered to the directors and teachers of the school. I used tenets derived from goal setting and management structure theories to derive codes and ultimately themes that were key in establishing and implementing a management structure for Pink Gems.

### **4.2 Definition of descriptive codes**

Using the theories of goal setting and management structure, I was able to pick out as tenets, with the help of the critical peer, that directly affected the management of Pink Gems School. From each respondent's questionnaires, I extracted codes that described certain key themes that were important in the study. These codes were also generated from the principles of the main theories of goal setting and management structure. These theories were as a response to the research questions outlined in Chapter 2. The first research question was, what goals will the management structure of Pink Gems School aim to achieve? The second research question is what management structure will work for Pink Gems? The third research question is how will I operationalize this structure

### **4.3 Research Question 1 Goal Setting**

#### ***4.3.1 Human and material resources***

The three directors responded on the issue of human resources. One director said that *“teachers are brand ambassadors of the school and the point of contact with the students.”* – C3; The second director said that *“they will pass to the learners an all*

*rounded formation because they are trained for this and also take their work as a profession.”-C2. The third director said that “management of the right staff is easy and the quality of engagement with the students is good”.C1.*

In the above responses, I picked out the goals in the narratives to be C1 – Enhanced student engagement, C2 – Easy teacher management and C3 – Teachers as brand ambassadors. The directors agreed that the above goals were to be driven by a crisp recruitment process that was to be the reserve of the directors and senior teachers only.

### **4.3.2 Emotional Support**

On the issue of emotional support, one director said that *“it is good to have a human touch as opposed to being mechanical in our operations”,C4;* the second director said that *“emotional support ensures that they (teachers), feel a sense of belonging and that they feel valued”, C5;* and the third director said that *“it is extremely important in a person’s ability to yield good results, which in turn yield motivation that encourage the staff to stay.”C6.*

I picked the main goals in the above narratives as C4 – Focus on operations, C5 – Sense of belonging, and C6 – staff retention.

### **4.3.3 Organizational Support**

On the issue of organizational support, the first director respondent said that *“it helps to make work easier and fun for the staff.”-C7.* The second director mentioned that *“a good organizational structure from a marketing angle makes it that more attractive to staff and increases their job security”, -C8;* and the third director said that *“it ensures that everybody does what is rightful for them to do, and seamless administration is achieved.” –C4 (ii)*

In the above, I picked, as the goals mentioned as C7 – Staff motivation, C6 – Staff retention and C8 – clarity of role as well as C4 – Focus on operations.

#### **4.3.4 Instructional Support**

Under this question, the first director responded by saying that *“it not only improves employee’s quality of work but also builds their personal skills.”*- C9. The second director mentioned that *“Instructional support is hinged on the core mission of the school – which is instruction (Education)”*, - C10; and the third director said that *“school is there precisely to instruct; therefore, it is important to offer teachers the ability to do so.”*C10 (ii).

In the above narratives, I picked two goals to be C9 – Quality pedagogic output, and C10 – Focus on core business of education.

#### **4.3.5 Material resources**

Asked on whether they felt material resources were an important factor in goal setting and why, the first director responded by saying that *“they help teachers execute their tasks, by making work easier for them and quality of learning better,”* – C11; the second director mentioned that *“the teacher needs to have an innate or trained sense of creativity to be able to innovatively used whatever material is available to her/him”*, - C12; and the third director indicated that *“they use them to demonstrate to the learners and support the learning activities”* – C13.

The goals I picked in the above as mentioned by the directors were C11 –Quality of learning, C12 – Teacher creativity and C13 - Learning support.

#### **4.3.6 Teacher skills**

The three directors were unanimous in their responses in saying that it was very important to have skilled teachers, particularly in the areas of content knowledge, pedagogical skills, IT skills, partnerships – the ability to work with other stakeholders of the school like parents and management, flexibility – the ability to perform both teaching and administrative duties, and the ability to work with diversity both in the classroom and with the other stakeholders.

The goal that was reiterated by all three directors was C14 – Teacher skills.

#### **4.3.7 Reward Policy**

The directors were asked on the importance of having a reward policy in the school as part of harmonizing a working management structure. The first director responded by saying that *“every human being responds to reward and the reward motivates good performance”* – C7(ii); the second director said that *“it will enhance the retaining of teachers, we will have less turnover”*, - C6 (ii) and the third director indicated that it is *“good for positive reinforcement, and enhances motivation.”*

I picked the goals as mentioned by the three directors as follows: C7 – Teacher motivation and C6 – Teacher retention.

#### **4.3.8 Impact of Reward on teacher effectiveness**

When the directors were asked to comment on the impact of reward on teacher effectiveness, the first director said that *“all the features (attributes of the reward process) are intrinsically important in a good worker and manager,”* the second director said that *“It will enhance the retaining of teachers, we will have less turnover,”* – C6(iii); and the third director indicated that *“it is good for positive reinforcement, and enhances motivation.”* – C7 (iii).

The goals brought out by the directors were C6 – Staff retention and C7 – Staff motivation.

#### **4.3.9 Recruitment and induction**

The directors were asked whether they felt that including teachers in the process of recruitment and induction was necessary. The first director said that the process should be *“reserved for senior teachers and heads of departments are key in the recruitment process. Their opinion on whether the candidate can align to the organizational culture is important.”* – C15; the second director said that *“it is not important to involve teachers. Part of recruitment involves replacement, disciplinary action and other sensitive matter*

*that should not be privy to teachers.” – C16; the third director said that “we should involve the teacher, in the interview panel, because the teacher will advise on what is needed and what is not.” – C15(ii)*

I picked out the goals mentioned in the narrative above to be C15 – Participatory approach (to recruitment) and C16 – Directorate specific approach to recruitment.

#### **4.3.10 SMART Goals**

The directors were asked whether having goals that were SMART (Specific, Measurable, Attainable, Relevant and Time bound), was important to the management and their impact on the management. The first director said that *“smart goals make work accurate, plannable, results are easy to measure and work is done on time,” – C17*; the second director said that *“this is the only way,” – C17 (ii)*; and the third director said that *“it is important to keep a balanced score card to reflect what we have achieved and what has not been achieved, and what can be improved, moving forward.” – C17 (iii).*

The goals that I picked from this narrative included C17 – Focus on SMART goals.

#### **4.3.11 Feedback Process**

The directors were further asked on the importance of having a top-bottom and bottom-up approach of giving and receiving feedback, and the first director said that *“bottom-up approach helps in the formulation of pragmatic strategies and ones that are owned by everyone while Top-Bottom allows everyone to understand the direction that the organization is taking” – C18*; the second director said that *“both ways ensure fairness, and fairness is key to management.” – C19*; the third director said that *“it is only fair to listen to both sides. Everyone needs to improve as no one is perfect.” – C19 (ii).*

The goals I picked from this narrative were C18 – Unity of direction and C19 – Justice in decision making.

### 4.3.12 Summary of main themes

C1 C9 C11 C12 C14	Enhanced student engagement Quality pedagogical output Quality of learning Teacher creativity Teacher Skills	Classroom Experience
C2 C4 C8 C10 C13 C15 C16 C17 C18 C19	Easy teacher management Focus on operations Clarity of role Focus on education as core business Material support for learning support Participatory approach to recruitment Directorate approach to recruitment Focus on smart goals Unity in direction Justice in decision making	Seamless Administration
C5 C6 C7	Sense of belonging Staff retention Staff motivation	Motivation

Table 2: Summary of main themes

In summary, the main themes for goal setting were classroom experience, seamless administration and motivation. These were to be the hinges upon which the goals of Pink Gems would be built on, and a starting point of a working management system for Pink Gems.

## 4.5 Research Question 2: Management Structures

### 4.5.1 *Strict Hierarchy*

On strict hierarchy, the first manager simply said that having a strict hierarchy was “*very important.*” The second manager said that “*a key agenda on our mission is to ensure the school grows. This then creates a ripple of desirable outcomes like accountability and clarity of role, which are core functions of operations.*” This was to imply that hierarchy was a catalyst for growth emanating from leadership and authority. One subtheme that I picked from this is Accountability –C1, and Clarity of role -C2 The other director said that “*it is crucial and should not be participatory at the operations level. It should be clear, but teachers should be equal.*” Another subtheme that I picked from this is Distinct roles – C3.

### 4.5.2 *Specialized Roles*

On specialized roles, one director said “*It is easier to teach extrinsic skills if the intrinsic values are good.*” The subtheme I picked from this was Focus on Intrinsic values- C4. The second director added that “*Having staff with specialized roles saves time as we don’t need to train them, and some roles need specific training.*” The subtheme I picked here was Focus on certification- C5. The third director said that “*as far as teaching is concerned, teaching needs specialization. Even lower cadres need to be specialized, if the school can afford. This is key to the realization of goals.*” The subtheme here is certification for goal achievement –C6

### 4.5.3 *Rules and regulations*

On rules and regulations, the first director said “*employees need a reference point of all their operations and behavior that is consistent and objective.*” The subtheme I picked is point of reference – C7. The second director said *having rules helps in the avoidance of legal battles. It also serves as the children’s learning point, because it is from the school that they learn respect of authority. By so doing, the mission and vision of the school is*

*promulgated*. (See Appendix XIV). The subtheme that I picked from here is similar to the previous thee of having a unified reference point. The third director said *Rules provide a guideline otherwise there will be chaos and tyranny*. The subtheme underlined by this is having a democratic voice.

#### 4.5.4 Summary of main themes

Code	Subtheme	Main Theme
C1	Accountability from hierarchy	Accountability from Hierarchy
C2	Clarity of role	Clear roles
C3	Distinct roles	
C4	Focus on intrinsic values	Certification and innate capacities
C5	Focus on certification	
C6	Certification for goal achievement	
C7	Rules as a point of reference	Focus on rules and regulations

Table 3: Summary of main themes; structures

In summary, I extrapolated four main themes, and these are focus on rules and regulations, focus on hierarchy, certification and innate capacities and clarity of role. These themes were the starting point of the creation of a management structure for Pink Gems and symbolized for us the foundation of a working organization.

## CHAPTER FIVE: IMPLEMENTATION OF GOAL SETTING AND MANAGEMENT STRUCTURES

### 5.1 Introduction

In this Chapter, I focused on how I implemented the goals and structures I identified through implementing and reflecting on what teachers and the directors said, and in relation to the findings of the empirical research.

### 5.2 Goal Setting

#### 5.2.1 Classroom Experience

The three directors appreciated the need to have a human resource pool that would ensure there would be enhanced student engagement, easy teacher management, and teachers that would be brand ambassadors of the school, as they are, ultimately the face of the school and the forerunners of the core business of the school. This in summary would be enhanced classroom experience. In order to achieve this, I put together a team comprising of all the directors and the senior teacher as well as the manager, to put together a recruitment policy that would be used to get teachers that can achieve the student engagement that is required. In support of this, one director said that “*Even directors need to be trained for their role at the school. We have a complete pool of skills, marketing, teaching and entrepreneurship.*” (See Appendix XIV – Excerpt 4). With this confidence, I set apart the three directors and picked out one director with a vast experience of classroom teaching and asked that she leads the team. The result was a recruitment guideline for teachers and assistant teachers as well as matrons for the school, and the persons responsible for conducting the process. Excerpts of the recruitment guideline from recruitment document as part of the management guideline is attached in Appendix XIII. The role of recruitment was agreed to be spearheaded by the manager in coordination with all the directors, using the recruitment guideline established. Following another director’s point that “*even the lower levels of staff needed to be trained*’, I ensured that the guideline needed to ensure that the support staff had gone through some level of training, or at least have some level of experience in their field. We saw this as a great way to enhance

professionalism and attention to detail, which would ensure that the core business of teaching would be adhered to, thereby supporting classroom engagement. For teachers, we discussed at length and noted that it would be better to combine in house training, or learning on the job, as well as academic certification as well. This was in response to one of the director's point in which they said, "*I strongly believe in recruiting staff that can align with the school's values and can learn on the job. It is easier to teach extrinsic skills if the intrinsic values are good.*" By so doing we agreed that this was the most effective way to maximize their skills and contribute to classroom engagement.

Further to this, I liaised with my critical peer who affirmed the necessity of having all the directors trained for the role of school management, and together set a date for a modular program for directors of schools that she, in her capacity as a school owner and a business consultant, offered. All the directors would take the course as part of improving the skills of management and supporting classroom engagement. This is seen in Appendix XXV, and in the correspondences in Appendix XXVIII.

The other aspect that was clear from this goal was that there needed to be a focus on the quality of pedagogy, to ensure that effectiveness in classroom engagement and a focus on the learner. In order to do this, I set apart the director with the experience on classroom teaching and asked that she sets out a guideline to ensure that the quality of content delivery would be adhered to. In support of this I followed the suggestion of one of the teachers that "*Teachers should be allowed to supervise other teachers to ensure content delivery is up to par.*"

We also agreed that it was paramount to provide instructional, organizational, material and emotional support to the teachers so that they can be able to perform their tasks and duties with ease. In order to do this, we agreed to form a procurement guideline as well, so that we could access instructional material that would assist the teachers to work well. I included in this guideline, partnership with various schools that use different curricula so as to enrich the classroom experience. Here we also went for a hybrid system where we combined top notch material and locally available material for the purpose of teaching support. This was in response to two of the directors who said that "*material resources*

*should be top-notch”, and the other who said that “they can be sourced locally at a cheaper price.”*

### **5.2.2 Seamless Administration**

To be able to run the school effectively, there needed to be a seamless way of running the school, one that ensured that all functions were interlinked and moving in the same direction. In this goal, the aspects that stood out were a keen focus on daily, weekly, monthly, and ultimately annual operations of the school. The administration focused heavily on leadership from which other functions, roles and responsibilities would emanate from. In support of this, one director said, *“Employees need a reference point of all their operations and behavior that is consistent and objective.”* (See Appendix XIV Excerpt 2). This meant that the authority needed to be singular and precise. I drew up a manager’s guideline and handbook, and set out the management functions of this office to be daily operations, employee management through provision of material, instructional and emotional support, ministerial concerns and stakeholder management. This office was to report to the directorate to give continuous feedback regularly. The manager would be assisted by the senior teacher, who would be appointed on the basis of commitment, and length of tenure at the school. One director in support of this said, *“it helps to make work easier and fun for the staff, and the school becomes a competitive employer.”* Another director added, *“A good organizational structure from a marketing angle makes it that more attractive to staff and increases their job security”.* (See Appendix XIV Excerpt 6). The third director summed up this function by saying that *“It ensures that everybody does what is rightful for them to do, and seamless administration is achieved.”* The guideline for the kindergarten was critiqued by my peer and was found to be strongest at the point at which there would be internal promotion for the senior teacher reporting to the directorate, because the said teacher would be reporting on things as they are on the ground. She however warned that there was likely to be bias if the said teacher had prejudice towards a certain teacher or otherwise. Her recommendation was that the manager liaise with the teacher but make a schedule with which there would be a wholesome feedback process involving all teachers and directors.

The management guideline as per the critical peer's observation needed to undergo a trial of one full term, while recording the experiences with the progression of time. This, in her opinion, was the only way to ensure a more knowledge-to-action approach in drafting a managerial guide that would be used by other managers, and that will ensure that guideline stands the test of time and more importantly, is not dependent on one manager.

The guideline needed to have the input of the senior teacher, the directors, the manager and the teachers as well, so that seamless administration would be achieved.

### **5.2.3 Motivation**

Implementation of motivation was the most challenging aspect of goal setting as it involved delving into the needs of the teachers as experienced through the eyes of the teachers and the other staff members as opposed to the alternative which would have involved making our own assumptions as directors. The teachers needed to express their motivating factors and directly focus on what would increase their level of sense of belonging. Key among the factors that the teachers mentioned were remuneration, stability of tenure, team spirit, open door policy and inclusion in decision making.

One of the teachers supported this by saying that remuneration *“is a big factor, as it is a basic need for survival and it is necessary to be mentally settled.”* Coming from an experience of a school system that was struggling with numbers, this was a primary concern for all the teachers and staff. One teacher said with respect to stability of tenure and remuneration, *“things that should be considered [in salary setting and review] are: economy, level of education, commitment and length of tenure.”* This was a show to the directorate that the teachers were committed to work if what they considered to be their basic needs were attended to. On team spirit, one teacher said, *“[having a team spirit] would help the staff to work as a team and as a family.”* Further to this, they also said that *“The directorate should involve teachers in decision-making and have an open-door policy.”*

Shifting the view from the directorate to the teachers was an important and necessary step in ensuring the atmosphere was fair and representative of everyone. The managerial guide included a section on meeting the emotional needs of teachers and staff. In its

implementation, the guide stipulated some changes that needed to be made in the original way that teacher's needs were handled. The directors had agreed that this was an issue that needed to be included. Asked the same question, one director said, "*I think remuneration should be tied to scope of work and qualifications.*" The other director said that "*It is difficult to authenticate the employee's personal needs.*" The other director said that "*[Remuneration] Should be based on how effective you are, and how much ROI you are giving to the school.*" And that "*qualification is also key for key roles.*" (See Appendix XIV Excerpt 3).

What the directors generally agreed was that it was imperative to include teachers' emotional needs in order to enhance motivation. One of the directors said in support of this, "*It is extremely important in a person's ability to yield good results, and good results in turn yield motivation that encourage the staff to stay.*" In addition, the second director said that even though emotional provision and motivation was not high on the agenda, she believed that "*it is good to have a human touch as opposed to being mechanical in our operations and that the teachers will work better and we will be able to retain them.*" The third director affirmed that "*Every person has a need to belong. Emotional support ensures that they feel a sense of belonging and that they feel valued. And this in-turn reflects on their motivation.*" (See Appendix XIII Excerpt 7).

In the managerial guide, the managers decided to include motivation through provision of emotional support and specifically in the areas of salary reviews, done on the basis of length of service as well as qualification. This opened the discussion to have in-house training and create a budget line for training of staff in the future. We decided to foster team spirit by having activities that include all teachers and directors at least twice a term, and we created and delegated a welfare role that would be responsible for marking celebrations like birthdays, anniversaries and graduations. This was in the effort to create a family atmosphere.

There would be an operations meeting held on a weekly basis by the directors and the manager as well as the senior teacher to be able to bring the directorate up to speed on the happenings of that week. This was suggested by the critical peer as a way to regularize

the meetings and engrain their importance, as the trend would be to overlook them once there is a ‘feel’ of normalcy.

The critical peer also urged that one of the directors needed to be charged with the role of ensuring staff were motivated by planning for events and including them in the budget, and by regularly talking to the teachers outside of school on matters that were important to them. The importance of this mentorship process was to ensure that there is growth in the emotional intelligence of the teachers and that there is an open channel of communication between the directorate and the teachers.

### **5.3 Management Structures**

#### ***5.3.1 Accountability from Hierarchy***

From this theme, the directors all agreed that there needed to be a focus on hierarchy, as it was “*crucial and should not be participatory at the operations level*”, and that “*It should be clear, but teachers should be equal.*” With the help of the critical peer we were able to establish a tri-focus approach to management, focused on marketing, operations and teacher supervision. This was based on the directors’ view that *We have a complete pool of skills, marketing, teaching and entrepreneurship.*” (See Appendix XIV Excerpt 4).

One of the directors has specialized in media and marketing, two of the directors are teachers by profession, with one being passionate in classroom dynamics including curriculum and the other one pursuing an education management course. The last director has practical knowledge in entrepreneurship and business continuity.

#### ***5.3.2 Clear roles***

On clear roles, the directors felt that having roles that were not shadows of other roles would enhance a better working environment. This stemmed from the fact that a sense of hierarchy which would only be achieved if roles for each of stakeholders was clear. This was echoed by the following sentiment by one of the directors that “[*hierarchy*] creates

*desirable outcomes like accountability and clarity of role, which are core functions of operations.”* In order to enhance this clarity of role, the critical peer suggested that we set the tone by creating a job and responsibility matrix, then work towards fleshing out the roles that fit each director, the management docket and that of the senior teachers. This way, we had a chance to work with the matrix and alter it according to the experiences of that month, and eventually settle on a clear job description that can go into the Human Resources Dossier for recruitment purposes.

### **5.3.3 Certification and Innate Capabilities**

The directors each felt differently about hiring teachers who were certified vis a vis trusting that their innate capabilities would be sufficient. One director supported the latter by saying that *“it is easier to for extrinsic capacities if the intrinsic capacities are already in place.”* Another director said that *“having staff with specialized roles saves time as we don’t need to train them.”* We decided to create a hybrid system that recognizes both intrinsic capacity as well as the certification. The critical peer suggested we create an induction program that ensures that new entrants learn on the job. The managerial docket was responsible for creating the induction program and for talent recognition and development.

### **5.3.4 Focus on rules and regulations**

Having rules and regulations was agreed to be essential in avoidance of legal battles, in maintaining order, in being a model of society for the children who will also be subject to follow these rules, and to avoid tyrannical rule. The critical peer suggested that a handbook be made to put down the rules that the directors felt aligned with the mission and vision of the school. She suggested that we make regulations dealing with conduct while at school, dealing with learners and with colleagues, and general demeanor, and that these can be revised with the knowledge of all stakeholders, and the consequences of not following them be made known to all stakeholders as well.

## 5.4 Thematic Framework of Implementation of Goals and Management Structures

### 5.4.1 Goals

#### 5.4.1.1 Classroom Experience

Implementation (Activities)	Responsible	Reflection
Drawing up the recruitment policy	Directors and senior teachers	<p>The policy is a work in progress as we did not onboard any new teachers in the term.</p> <p>The three directors took up the positions of Teaching Director, Marketing and PR Director, and Technical Director, though not legally as the school was not as yet registered.</p> <p>We also created the post of a senior teacher with renewed responsibilities.</p>
Onboarding teaching staff In-house training and teaching supervision	Manager, Teaching Director and Senior teacher	<p>The senior teacher proposed an in-house program that included three things, and was tasked to draft and present to the directorate:</p> <ul style="list-style-type: none"> <li>i) Learning the values of the school</li> <li>ii) Learning the curriculum hybrid</li> <li>iii) Mentorship and supervision to other teachers</li> </ul>
Provision of material and instructional support	Manager and Teaching Director	We bought interactive study cards for the different classes as shown in Appendix XXVI.
Procurement Policy for quality instructional material	Teaching and marketing directors	<p>The policy recognized the diversity of learning material and included the following aspects:</p> <ul style="list-style-type: none"> <li>i) Digital Material: one school laptop,</li> <li>ii) projector and a Wi-Fi router</li> <li>iii) Interactive workbooks from Queenex Publishers</li> </ul>

<p>Training programs for teachers and directors on student engagement</p>	<p>Teaching director and Manager</p>	<p>We had a roundtable discussion facilitated by the Teaching director on student engagement. The notes from this round table were implemented in the teaching and learning sessions. Among the aspects implemented were:</p> <ul style="list-style-type: none"> <li>i) Teachers to get training on using the workbooks and more on computer packages</li> <li>ii) Teachers to rearrange the classrooms in an interactive method, bearing in mind the student's abilities</li> <li>iii) Teaching director to establish short courses that can be of benefit to teachers in their teaching to enhance engagement.</li> </ul>
<p>Curriculum hybrid system</p>	<p>Teaching Director and Senior teachers</p>	<p>The teaching director brought in the idea of using International Preschool Curriculum, a system that allows for learner centered teaching and records learners' all round progress on a system. This was to be used together with the current CBC system.</p> <p>The critical peer, advised that we instead borrow from the Montessori system and invest in material that can be used to train learners in different skills. We also acquired a keyboard as a donation and started dance classes. This was integrated in the timetable for the term.</p>
<p>Teacher to teacher supervision programs</p>	<p>Teaching Director and senior teacher</p>	<p>This was difficult at first but took over with the help of the teaching director.</p>

Table 4: Classroom Experience Implementation Matrix

### 5.4.1.2 *Seamless Administration*

<b>Implementation (Activities)</b>	<b>Responsible</b>	<b>Reflection</b>
Drafting the management Handbook	Operations Manager	<p>This was to set a standard for operations in the following aspects:</p> <ul style="list-style-type: none"> <li>i) Teacher Supervision</li> <li>ii) Ministerial Directives</li> <li>iii) Instructional, material and emotional support to teachers</li> <li>iv) Reporting to the Directorate</li> </ul> <p>The handbook also served the purpose of being a manual for future managers should there be need to have a manager as the school grows.</p>

Table 5: Seamless Administration Implementation Matrix

### 5.4.1.3 **Motivation**

<b>Implementation</b>	<b>Responsible</b>	<b>Reflection</b>
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<b>(Activities)</b>		
Remuneration Reviews	Operations Manager	<p>This was done based on the following criteria</p> <ul style="list-style-type: none"> <li>i) Length of service to the school</li> <li>ii) Level of education</li> </ul> <p>We agreed to commence the salary modification in the next term, and only after we had reached a target of 40 learners and above, this way we would be sure of handling the increases without the risk of lack.</p>
Welfare Programs	Operations Manager	<p>This was spearheaded by the teachers, because they were the primary beneficiaries. We made a Pink Gems Family Welfare calendar and in it we added birthdays and celebrations that were deemed important.</p> <p>The Technical Director said he would provide the budget for the term for the events therein.</p>
Mentorship Programs	Operations Manager	<p>This program did not pick because the directorate decided to continue with the welfare program for the term and launch the mentorship once the school has grown and a more stable management system is in place.</p>

Table 6: Motivation Implementation Matrix

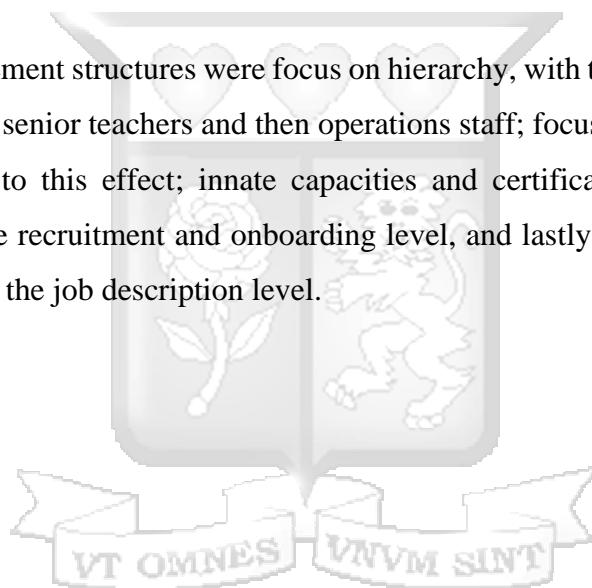
### 5.4.2 Management Structures

<b>Implementation (Activities)</b>	<b>Responsible</b>	<b>Reflection</b>
Focus on Hierarchy	Directorate	<p>The directorate agreed that the school cannot work without the input of all the directors, and the senior teachers. The hierarchical structure was agreed as follows:</p> <ul style="list-style-type: none"> <li>i) Directorate</li> <li>ii) Senior Teachers</li> <li>iii) Operations Staff</li> </ul> <p>The Directorate was made up of the 4 directors, Teaching, Operations, Technical and Marketing.</p> <p>The directorate was charged with the running of the school, helped by the senior teachers and the operations staff.</p>
Focus on Rules and Regulations	Directorate	<p>The Operations manager assisted by the senior teachers came up with a rules and regulation guideline that was agreed to be a work in progress, We agreed that the consequences of breaking the rules would follow a certain procedure and would be handled by the director of operations.</p>
Certification and Innate capabilities	Directorate	<p>As we did not have any new teachers, the current teachers agreed to acquire training first. The directorate agreed that the current teachers showed a good level of commitment to the school, but they needed to upgrade their certificates.</p>
Clear Roles	Directorate	<p>Each director came up with what they felt was a relevant job description for them, and which they would follow.</p> <p>We agreed that the current job description for the teachers should remain as they are for the current term.</p>

Table 7: Management Structures Implementation Matrix

In summary, goal setting themes were motivation, classroom experience and seamless administration. The key aspects under motivation for Pink Gems were remuneration, supported by length of tenure and level of education, a welfare program and mentorship. Under seamless administration, the aspects discussed were supervision, ministerial directives, provision of emotional, instructional and material support, and creating a manual for future reference. Under classroom experience, the aspects discussed were recruitment and onboarding of teachers, provision of support and training programs, procurement of instructional material as well as establishing a hybrid curriculum for the learners.

The four management structures were focus on hierarchy, with the directorate being at the top, followed by senior teachers and then operations staff; focus on rules, and there was a guideline made to this effect; innate capacities and certification, and this was to be established at the recruitment and onboarding level, and lastly clear roles, which was to be determined at the job description level.



## CHAPTER SIX: CONCLUSION AND REFLECTION

### 6.1 Introduction

Pink Gems Kindergarten has existed for several years without a stable management structure. This has caused a series of problems including the loss of land ownership, and mismanagement of funds. The family managed school has suffered loss of students and very low retention of teachers. The directors as a result were not present and this lack of presence caused loss of trust from the parents and the teachers who saw this a failing institution, and withdrew their children. Eventually the land owner, demolished part of the school in a bid to recover his lease arrears.

In order to resolve the many issues, I decided to embark on a self-reflective process that would enable to restore the school. The process involved establishing a management structure for Pink Gems, by considering the goals, structures from other family run Kindergartens in the local, regional and international settings. This gave me a wider lens through which I was able to establish a management structure for Pink Gems.

In the empirical review, I looked at family run Kindergartens in Kenya and was able to work closely with a critical peer to look at the situation of Pink Gems and finally establish a management system that could work for Pink Gems.

In this chapter, I will compare the goals and management structures that I mention in Chapter II and the goals and management structures that I have established after the implementation phase of the Action Research cycle. I will compare and look at what has been written in literature and what I found to be new in my research, and note the growth in the body of knowledge.

## **6.2 Comparison of Goals in literature review and established goals in the action research**

In Chapter 2, I mentioned that I was going to use three theories of goal setting, Victor Vroom's Expectancy Theory, (Suciu, Mortan, & Lazar, 2013), Albert Banduras theory (Bandura, 1982), and Lathan Locke's theory of goal setting. (Latham & Locke, 2002). In the literature review, I noted that the goals that were stipulated by these theories were employee skills, human and material resources and a reward policy for Vroom's Expectancy Theory, recruitment policy, induction and peer training as the goals stipulated by Albert Bandura's theory, and Locke's SMART goals notion. In my research and my discussion with the critical peer, I established three main goals of motivation, seamless administration and student engagement.

I was able to link tenets under the theme of student engagement with some aspects mentioned under the Vroom's Expectancy theory, aspects of employee skills, as well as human and material resources. These aspects all converge to make it possible for teachers to be truly engaged with their students. These aspects also tie in with Locke's SMART goals in that they are specific, measurable – we were able to record the progress of teacher's improvement after training – attainable – we were able to achieve the implementation stage, - Realistic – we worked with a critical peer who advised on the reality of the goals we had set, and time-bound – we were able to achieve our set goals within a time frame.

The theme of motivation tied in with the aspect of reward in Vroom's Expectancy theory, and the theme of seamless administration tied in with the aspects of peer training and recruitment and induction in Albert Bandura's theory.

For goal setting, the aspects stipulated in the goals mentioned in Chapter II tie in with the themes and goals that I have established in Chapter IV. The aspects that have come up in the research tie to student engagement, and these are creating a hybrid curriculum and teacher to teacher supervision, and in the theme of seamless administration, the aspect of a management guideline is a new aspect, but is subject to Pink Gem's circumstances and is worthy to note that it is a dynamic document.

In summary, the new aspects came up in my study are the aspects of classroom experience and creating a management guideline. In the empirical review in Chapter II, these aspects were not mentioned. Thomas's Academy, (2018) has 4 goals, to be kind always, learning to learn, thinking globally and creating beauty through the action of the curriculum and extra-curricular activities. Wishford Schools, (2019) has three goals, a focus on delivering the highest standards of education, formation of an all rounded child with specific focus on academics, sports and creative arts, all in a safe, nurturing and happy environment, and pupil achievement and personal development.

In my study, the key aspects underpinned by classroom experience is having a hybrid curriculum. The hybrid curriculum is key to enhancing classroom experience in that there will be an enrichment in the way learners are taught and facilitated. The curriculum used was the competency-based curriculum as well as the Montessori curriculum in the area of motor skills and language acquisition. The latter worked very well and was welcomed by the parents who felt that they were gaining value for their money. The other aspects were recruitment and onboarding, where the teachers would be selected in the recruitment process to be able to enhance classroom experience by their innate capacities as well as their skills set; and provision of support and training programs.

### **6.3 Comparison of Structures in literature review and established goals in the Action research**

In Chapter 2, I used two theories, Max Weber's theory of management, (Udy, 1959) and Henri Fayol's theory of management. (Uzuegbu & Nnadozie, 2015). These theories differ in their tenets, with Weber proposing a more beaurocratic approach to management and Fayol proposing a more human based approach to management. I wanted to get a hybrid approach where I could interweave the aspects of beaurocratic theory with those of human based approach to management. Weber's beaurocratic theory stipulated hierarchy, division of labor and strict rules and regulations. Henri Fayol's theory has 14 principles, of which, together with my critical peer, I chose three, in line with the size of the school, and the context of the research. I chose as remuneration, *esprit* de corps and equity. I chose remuneration because the teachers had stated as shown in the second and third letter

in Appendix V, that there was indeed a problem with payments. In the teacher's questionnaire, one teacher mentioned that salaries should be pegged on their personal needs and state of the economy, bringing to the fore the need to address remuneration as a key aspect. Esprit de corps was chosen as advised by my critical peer, because this fraternity would be the cement that glues the teachers and management together.

The basis of choosing these three among the 14 principles was guided by the context and the situation of the school. Being a small school, my critical peer felt that we needed to choose aspects that were more applicable to the size of the school and those that could be implemented within the timeframe of the research. The subject of remuneration had already come up in the past when the teachers brought forth issues of payment, an issue that even resulted in absenteeism and high turnover for the school. The directors felt that this was a key aspect and aligned this with the establishment of structures for the school.

Espirit de corps was also included as the critical peer was clear that irrespective of the number of teachers, there needed to be a spirit of fraternity sowed as a seed which with time, can grow and be absorbed by incoming teachers and other staff as well. This was to be the foundation of the school's family spirit and an environment of openness.

The aspect of equity was also chosen because the directorate and the teachers needed to establish a relationship that was equitable, and the management would be able to draw policies that could also factor in the same.

In my research I established four main themes, focus on rules and regulations, focus on hierarchy, clarity of role, and focus on innate capacities and certification.

The themes that I established in my research were similar to the aspects of Max Weber's bureaucratic theory, these being focus on rules and regulations, focus on hierarchy and clarity of role. One new aspect that I established was the focus on innate capabilities and certification, where the recruitment policy considers the intrinsic ability of the teacher and building on that with adequate training and provision of instructional, emotional and organizational support.

We felt that this addition was a very important consideration particularly for Pink Gems and other family owned schools, because they have a capacity for a more unified voice in

recruitment. Hagel (2020) affirms this by saying that in a world where skills are primarily considered, it is imperative for organizations to look into capacities that endure and that don't fade. Among these skills, he asserts that some are innate and can be amplified, while others are innate and can be developed. For Pink Gems, we felt that emotional intelligence, critical thinking, resilience, creativity and adaptive thinking were among the innate skills that our teachers needed to have, before the skills.

Aspects of Henri Fayol's theory came out under the theme of motivation, where aspects of remuneration and fraternity were established.

In summary, the theme of innate capabilities and certification was new and different, and this was brought about by the need to improve the teaching and learning, and hence improve the core function of Pink Gems by recruiting teachers who are both skilled extrinsically and innately gifted. This proved to work really well, because it informed the teachers that they had more to offer beyond their certification, and that these innate capacities were already in them.

#### **6.4 Implementation and Reflection**

In Chapter II, I looked at different Kindergartens on a global, regional and local levels, with a keen interest on the goals, structures and the implementation of both. I looked specifically at family run schools and how they tie in their goals and management structures to form a system of management.

On the global level, I found that the schools that are family run have a set of goals that are pivotal to the running of the schools and through which their mission and vision is underpinned. The structures were different for each school, following the difference in circumstances and contexts. One school, The Wishford Group of Schools, had a three-point management structure comprising of an Executive Team, The respective school Heads, and Non-Executive directors. (Wishford Schools, 2019). The executive team is charged with managing all of its nine schools and has an executive chairman, three directors and three departmental heads. The Headmasters and headmistresses head the individual schools and the non-executive directors offer advisory support to the executive team, who in turn communicate this support to the respective school heads.

When it comes to the operationalization of this triune structure, the Executive Team sets the group strategy, oversees the operations of each school and provides specialist support in areas such as property, human resources, compliance, finance and marketing, thus allowing the schools to focus on what really matters. The School Heads run the individual schools and work with the executive team through providing information on matters of education and foundational aspects of the children's development. The Non-executive directors are a team of two non-executive directors and one non-executive member, and they offer advisory support in the areas of quality and accreditation, finances and special education. These roles are hierarchical in nature and not mutually exclusive. The executive team drive curriculum improvements, daily operations, quality and accreditation, financial matters, sales and digital marketing.

On the local scene, I looked at two family run schools, also with respect to their goals and management structures. One of the schools, Little Stars elementary had 2 executive directors, one in charge of development and academics respectively. One other member of the nuclear family is the Director of administration. There is also one director of co-curricular activities, who supervises the deputy head teacher, the office manager, the level managers, the non-teaching head, the teaching staff, the catering staff and finally the support staff.

The Director of administration is the main driver of the operationalization process at the school, who oversees the tasks that the office manager is responsible for, including admissions, financial audits, complaints and feedback, recruitments, ministerial requirements, curriculum implementation and revision and new technological advances that the school needs in order to stay afloat of the ever competitive environment.

For Pink Gems, after looking into the theories of goal setting and management structures as well as delving into the empirical studies, we set the goals as classroom experience, seamless administration and motivation. These goals were to build on management and set the tone for an all rounded kindergarten. Classroom experience was to focus on the student, and all curriculum activities, seamless administration was to focus on the teachers and quality standards of the school, and motivation was to focus on both the teachers and the students who are the core business of the school.

We established the management structures to be hinged on four key aspects, and assigned the directorate a role based on their strengths and commitment. These four aspects were focus on hierarchy, focus on rules and regulations, innate capabilities and certification. The hierarchical structure was agreed to start with the Directorate, followed by the Senior Teachers and the Operations Staff in that order. There would be a supervisory role played by the directorate to the senior teachers and the operations staff as well. The directorate consisted of four areas, marketing, operations and management, teaching and learning and technical advancements. Each of the four directors would each take on their role.

Under rules and regulations, the director of management and operations together with the critical peer established a guideline that encompassed four key areas of punctuality, deportment, absenteeism, and defamation, and the consequences or breaking the rules was to be procedural and handled by the operations director.

Under certification and innate capabilities, we established that there needed to be training guideline as well as an extensive recruitment protocol that would bring forth the innate capacities of the teachers to be able to place them appropriately, as well as a training program to ensure that they remain afloat of an ever-changing educational field.

The teachers that were in Pink Gems had as their highest level of education, certificates of early childhood education. The directors felt that their commitment to the school from their employment was a great sign of loyalty, particularly when the school was struggling to keep afloat financially. The fact that there had been continuous positive feedback from parents was also a sign that the teachers were playing their part in the teaching process and that they were innately gifted.

The teachers upon the request of the directorate, looked for school- based courses in order to upgrade their certification to a diploma. They also started simple computer packages given by the marketing director, and this helped them move from manual data entry for the signing of report cards and reminders to parents.

## 6.5 Conclusion

Management structures should be reviewed regularly, where every member reflects on their specific input. Having regular reviews shows the efficiencies and inefficiencies of the management structures and ensures that inefficiencies are spotted early on. (Watson, 2010).

We agreed to have monthly reviews for the next term and thereafter make the reviews quarterly, or after every term. The director of operations was tasked with managing the review process by including all directors. This was to ensure that after the scope of the research which is establishing the management structure of the school, the structure would then continue to work and make provisions for growth.

The critical peer agreed to come in as a consultant after the successful implementation to train the directors and teachers in operations management, and urged us to foster a spirit of continuous learning and growth.

After looking extensively at the global, regional and local contexts, I established that there is no unilateral way of looking at management, and that each school is unique in its own way depending on many situational factors, including the laws touching on education in that country, the financial capacities of the families, the number of staff, among others. Although there was little literature on the regional level regarding family run kindergartens, and many local schools were not willing to share their information on their management structures, the information I got as well as the input and recommendations from my critical peer was key to the establishment of goals and management structures for Pink Gems.

The goals that we established, that is motivation, seamless administration and classroom experience were specific to Pink Gems and were foundational in that the school could grow and expand on these goals.

Motivation was focused on creating a welfare system for the teachers and support staff, remuneration guidelines and mentorship programs. This was welcomed by all teachers and staff including the directorate. Seamless administration was hinged on the handbook

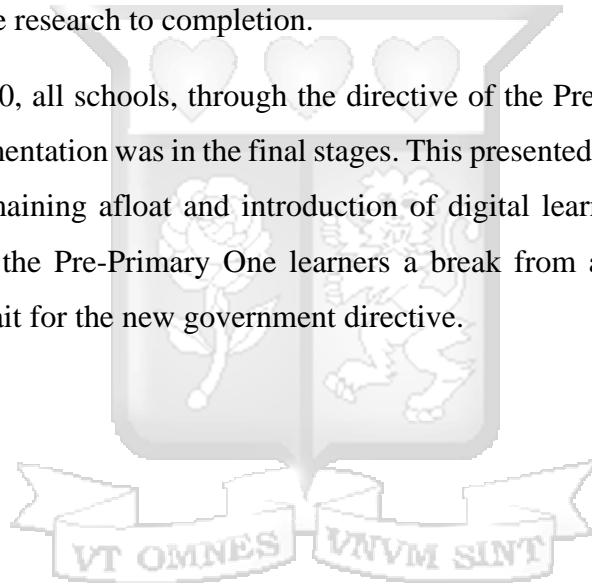
which stipulated issues to do with the overall internal and external management of the school, including ministerial requirements. Classroom experience was the broadest theme because it encompassed recruitment, onboarding and training, Support provision, procurement for quality and curriculum development.

With Pink Gems being a small school with few teachers and mostly outsourced support staff, these goals and management structures were foundational and key in ensuring stability with the growth of the school. The directorate also was a key point to consider because their roles and responsibilities were derived from their capabilities, and therefore this was not something that needed a lot of training and certification.

In conclusion the implementation of the goals and management structures was successful. We faced some challenges in the implementation stage which are important to note for other school owners. One of the challenges we faced was the commitment by all the stakeholders to the implementation of the management structure. I found that the directors were busy most of the time and efforts to have meetings on a regular basis were usually futile. We overcame this by scheduling online meetings which also needed my effort to convene. The implementation had unforeseen costs like facilitation fees, when the directors hosted the meeting. I overcame this by offering to facilitate all physical meetings and had to budget for the same out of pocket. Another challenge we faced was the resistance that we had not overseen by two teachers (hired on voluntary basis), who opted to leave. We overcame this by hiring 2 teachers to replace them, but we had to explain the research we were conducting and bring them on board. Further to this, the teachers we had hired had as the highest level of education, certificates of early childhood education. One of the goals we came up with of classroom experience required that teachers be adequately trained, and this meant that we needed them to upgrade to a diploma. This took some deliberation as the Teaching and Learning director felt that it was upon the teachers themselves to upgrade, while the operations director felt the school needed to chip in and send them for training. We decided to let them retain their certificates and begin training after a year or two. They however received some training on computer packages, given by the director of marketing.

As the lead researcher and a key stakeholder of Pink Gems, I had to intertwine the school dynamics as well as my personal dynamics at home. This in many occasions led to a difficulty in separating issues and severally bred disagreements between the other directors and I. Navigating my personal family dynamics and holding fort at the school in a bid to bring together the directors and teachers to establish a management structure took a toll on my health considering that I was in the postpartum period. I also had to consider creating a balance between Pink Gems and my young family of three children under 5 years of age. To overcome this, I established, with the help of my family, working systems in the home that would enable me to be away for some hours in the day to attend to matters of the school as well as meet with the directors. This was pivotal in allowing me to continue with the research to completion.

In March of 2020, all schools, through the directive of the President were closed down, while the implementation was in the final stages. This presented the directorate with a new challenge of remaining afloat and introduction of digital learning for the learners. We decided to give the Pre-Primary One learners a break from any online learning for 3 months as we wait for the new government directive.



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## APPENDICES

### Appendix I: Reflective Journal

DATE (2018)	ACTION	REFLECTION	SIGNIFICANCE
10 <sup>th</sup> November	Meeting with the family to discuss the progress of the school.	This meeting was a strategy meeting to plan for the future of the school.	The school was performing dismally with regards to numbers, there were very few admissions in the year that passed.  I indicated my intent to leave the school and start another school elsewhere, and it was agreed that there was little that could have been done to reverse the situation.
11 <sup>th</sup> November	Meeting with a potential investor	Pink Gems school was not registered and there being little promise of growth because of a backlog of problems that were impossible to resolve, there needed to be an option of exit.	The investor was keen to start a similar school in consideration of all necessary registration aspects so as to give a good head start and leave room for progress.
12 <sup>th</sup> November	Scouting for land in the same locality as Pink Gems	The previous agreement of a leasehold turned to be detrimental to progress as the strings attached did not allow for flexibility with respect to physical structures.	Ownership of land is liberating as there is freedom of flexibility and potential for expansion.
14 <sup>th</sup> November	Started the land purchasing process.	The process started early so as to give time to the construction and setting up of the governing structure before the close of the next 12 months.	Ownership of the land was the first of three key steps that would form the launch of a new institution. The other two were the construction of a school to proper standard and the creation of a governing team.
14 <sup>th</sup> December	Completed the purchasing of the land and handing over of the title deed.	This was a great step as it marked the completion of the first phase among the three.	The completion was a good head start as it was right on schedule.
17 <sup>th</sup> December	Family Meeting to discuss how to progress the land purchase	The family was key so as to lay the steps and give responsibility to each individual	Starting on a fresh page to determine the right path to take.
<b>2019</b>			
15 <sup>th</sup> January	Met with Land Owner	To negotiate for additional time to close down the school and transfer building material	More time was necessary so as to alert the parents in good time and organize for material transfer to new site.
30 <sup>th</sup> January	Land owner agreed to 1-year extension	He accepted on basis if selling the property within the year	More time was good to allow for time to relocate
15 <sup>th</sup> February	Renewed the school license and registered a name for the transient school	The license ensured that we were not harassed by the county government officials and the business name was a preparation to register a new school	All was in preparation to move to the transient school
20 <sup>th</sup> February	Road Challenge	The main road leading to the newly acquired plot is impassable because of the heavy ongoing construction	We have to delay construction because we can't access the plot, and we need to do capital release in order to get money for construction and the necessary approvals.

<b>4<sup>th</sup> March</b>	Family Meetings on best way to do capital release.	This was quite significant because we needed a letter of administration for capital release, and the process was taking longer than planned.	Capital release was the surest way of acquiring enough funds to build the school.
<b>8<sup>th</sup> April</b>	Meeting with Land owner	To discuss the need for more time as the administration letter was going to take some time	It was important to have a seamless transition
<b>17<sup>th</sup> April</b>	After the refusal to add more time, we decide to lease land around Juja town	The land would be the same size and the structure would be temporary	To ease the transient process and not alarm the parents as well as to move with the same student population.
<b>20<sup>th</sup> April</b>	Scouting for building material for temporary structure in Juja and Ruiru Townships, as well as meeting with potential land owners in Juja.	The temporary structures would accommodate more students since we could negotiate for more space.	The process was made so that we could have a seamless transition
<b>10<sup>th</sup> May</b>	Meeting with finance institutions to check eligibility of a loan for construction and lease fees for the first 2 years	Paying the lease upfront would ensure that we had enough time for marketing and gaining populace	To have a seamless transition and move with majority of the students
<b>30<sup>th</sup> May</b>	The process of land searching was unsuccessful, because of the steep lease fees as well as the fact that we were not eligible for a loan of sizeable magnitude as to construct the school and pay lease fees upfront	The process was going to stall and therefore closure was imminent	
<b>June/July</b>	Illness made it impossible for me to follow up on the land issue	The process was stalled	The process was stalled
<b>August 15<sup>th</sup></b>	Family Meetings ensued to discuss way forward	The meeting proposed sale of the family home	To release funds to build a school and buy land closer to the main road
<b>September 3<sup>rd</sup></b>	Land was found close to the Main road as proposed and for good rates	This would have made purchase of the land and construction much easier	This was the best and fastest way to progress the process
<b>September 5<sup>th</sup></b>	Meetings continued all through September	All in the hope to find a solution to the school transition	Once a solution was found it would have resolved an immediate need of land
<b>October 27<sup>th</sup></b>	Schools Close	This was an indication that time was going.	
<b>October 30<sup>th</sup></b>	Land Owner calls and asks to confirm that the land is free for use	This was a reminder that we had a few months to vacate the premises	This was unfortunate because we still did not have a transient option for Pink Gems
<b>November 10<sup>th</sup></b>	Family decides not to sell the family home	This put the process of land purchase and construction on hold.	This was a big blow to the efforts that had been put throughout the year.
<b>December 12<sup>th</sup></b>	The possibility of acquiring a lawyer to negotiate for more time was presented, and a conversation initiated.	This was a key move in ensuring continuity and buying more time for generating more options for transitioning to a new premise.	The buying of more time would give more options for the transitioning to a new premise.
<b>2020</b>			
<b>January 5<sup>th</sup></b>	Schools Open on the word of the lawyer, that the buying of more time was possible	More time was necessary more so for the parents who have had faith in the school through years	The family needed to decide on whether the school needed to continue as a family enterprise, or a partnership between the interested parties.
	Implementation of the goals and Management Structures	The goals were - Classroom Experience	The implementation started with the appointment of directorate roles,

	discussed begin with the input of the critical peer	<ul style="list-style-type: none"> <li>- Seamless administration</li> <li>- Motivation</li> </ul> <p>The Aspects to consider for the structure were</p> <ul style="list-style-type: none"> <li>- Focus on hierarchy</li> <li>- Focus on rules and regulations</li> <li>- Clear roles</li> <li>- Innate capacities and certification</li> </ul>	with 4 positions being created, that is <ol style="list-style-type: none"> <li>1. Teaching and Learning</li> <li>2. Operations</li> <li>3. Marketing</li> <li>4. Technical Operations</li> </ol> <p>The roles were discussed a simple guideline was made to clarify, and form the basis upon which the roles would evolve.</p>
<b>January 12<sup>th</sup></b>	Recruitment policy trial for teachers currently in the school	The directors felt that skills alone were not enough to decide whether a teacher would be a good fit, so the decision to work with innate abilities under supervision was employed.	The process revealed that even the teachers currently at Pink Gems needed to upgrade their certificates to a diploma.
<b>January 19<sup>th</sup></b>	Met the critical peer to discuss the questionnaire responses and the themes derived	The themes for goal setting were classroom experience, motivation and seamless administration. Themes for management structures were accountability from hierarchy, clarity of role, rules and regulations as well as certification and innate capacities.	These were the themes that would help us monitor the goals for Pink Gems.
<b>January 22<sup>nd</sup></b>	Met the family to discuss implementation strategies for the themes achieved.	This was to bring everyone to par on the goals that we had agreed upon in the responses.	The family was satisfied that the process was beginning to take shape and expressed hope that the school would improve.
<b>January 27<sup>th</sup></b>	I put the meetings to Monday Evenings as standing meetings and urged everyone to be in attendance or join in via call to ensure the implementation does not stall.	The struggle of having to call for meetings was nerve-wrecking and time consuming on my part given that I was the one driving the process. The critical peer was also busy and we needed her the most in this period.	This was to ensure a smooth implementation process.
<b>February 3<sup>rd</sup></b>	We met to discuss the goals and see what strategy to use for implementation	The input of everyone was critical as we were all required to give our insights. One director said that we needed to take up roles in accordance with our capacities in order to make work easier for implementing the goals.	The process had started and I was finally relieved to see all participating and owning the process. We decided on the title "directorate", as we would all be directors in our respective capacities. We decided to think on it and discuss in the following week.
<b>February 10<sup>th</sup></b>	After calling in the critical peer, the family met and discussed on the directorate capacities.	I was named Operations Director, as I was the one on the ground with a feel of running the school directly, We also named a Marketing director, as one of the family members was an expert in marketing, we named a Teaching Director, whose role would be the supervision of teaching and learning and learning material, and lastly we named a Technical Director, whose role would be to seek opportunities for the school and deal with land acquisition,	These roles were the first step in the implementation of goals as they ensured that each one of us had a role to play in the same.

		building, and maintenance of infrastructure.	
<b>February 17<sup>th</sup></b>	Discussion of goals and way forward	We discussed the implementation of the 3 goals mentioned above in response to Research Question 1 and with the advice of the critical peer, decided to draft manuals and guidelines that would later turn into policies to run the school. The operations manager was tasked with this.	I drafted the following manuals and guidelines: <ul style="list-style-type: none"> <li>• Recruitment guidelines and job requirements for teachers</li> <li>• Enhanced Curriculum in line with CBC Guidelines</li> <li>• Development and training calendar for teachers and directors</li> <li>• Welfare document specific to Pink Gems – a short document</li> </ul>
<b>March 9<sup>th</sup></b>	I presented the documents and we discussed them with input from the other directors.	The following were approved for implementation: <ul style="list-style-type: none"> <li>• Training calendar</li> <li>• Recruitment guidelines</li> <li>• Enhanced Curriculum</li> </ul> The training budget would come from the directorate.	The Welfare document: I presented a Work Based Assignment I had done on Motivation in August 2018 and the points I had raised in that document were approved in so far as there was the budget for the same.
<b>March 16<sup>th</sup></b>	We discussed the 4 goals in line with Research Question 2 on management structure as follows: Clarity of role, certification and innate capacities, rules and regulations as well as accountability from hierarchy.	I was tasked to prepare the following documents to help with the implementation process: <ul style="list-style-type: none"> <li>• Rules and regulations manual</li> <li>• Update the recruitment guidelines to ensure consistency with clarity of role and certification and innate capacities</li> </ul>	This was to add on to the implementation manual documents.
<b>March 20<sup>th</sup></b>	Schools are declared closed due to COVID 19 Pandemic	We decided to restart in April and work with teachers to ensure that the guidelines were implemented.	
<b>April 13<sup>th</sup></b>	We started the training program by paying for computer packages through ILERA Consulting Group for the teachers, and booked for family run courses by the critical peer for the directors after.	The computer packages were to help the teachers gain knowledge on how to work around the revised curriculum that included media interaction. We also proposed that student records be automated and that each teacher would keep the records of her class.	
<b>April 20<sup>th</sup></b>	The enhanced curriculum was implemented into the academic plan and to kick off, we uploaded all our parents' contacts on a WhatsApp Group and decided to post weekly assignments to the learners.	The enhanced curriculum was also sent to the parents and it included: <ul style="list-style-type: none"> <li>• Weekly assignments online</li> <li>• Hiring a music and dance teacher from PISH ANATAKA Sounds</li> <li>• Hiring an Art teacher from DANOKETCH CREATIVES.</li> </ul>	We had to wait for schools to reopen to ensure that the Art and Music lessons would be effective.

## Appendix II: Operationalization Structure

### (a) Goals Setting

	Tenets	Aspects of Tenets	Questionnaire Respondent	How will I measure?
1	Right Resources	Human Resources <ul style="list-style-type: none"> <li>• <b>Employees</b> <ul style="list-style-type: none"> <li>- Quality of staff</li> <li>- Emotional Support</li> <li>- Organizational Support</li> <li>- Instructional Support</li> </ul> </li> <li>• <b>Material Resources</b> <ul style="list-style-type: none"> <li>- Curriculum</li> <li>- Facilities – classrooms, playrooms, toilets, kitchen, office, store, library, etc.</li> <li>- Equipment – Computers, toys, etc.</li> <li>- Books and stationery</li> <li>- Toiletries</li> <li>- Food</li> </ul> </li> </ul>	Directors	Human Resources  Material Resources -Classroom performance -Feedback from teachers
2	Employee Skills	<ul style="list-style-type: none"> <li>• Content Knowledge</li> <li>• Pedagogy</li> <li>• Knowledge of Technology</li> <li>• Partnerships (ability to deal with parents and other key stakeholders)</li> <li>• Self-Development Initiative</li> <li>• Flexibility</li> <li>• Ability to work with diversity in the classroom</li> </ul>	Directors	<b>The Skills Matrix</b>  I will create a Skills Matrix for the teachers with a scale of each respective aspect, and assign a level from basic, to competent, and record regularly with an aim of improving the basic areas to competence.
3	Reward Policy	<ul style="list-style-type: none"> <li>• Transparency in reward process</li> <li>• Timely and efficient</li> <li>• Significant</li> <li>• Flexible</li> <li>• Genuine</li> <li>• Have a personal touch</li> </ul>	Directors and Teachers	<ul style="list-style-type: none"> <li>- Using Key Performance Indicators</li> <li>- Conducting surveys</li> </ul>
4	Recruitment Policy and induction	<ul style="list-style-type: none"> <li>• Seamless recruitment process</li> <li>• Peer involvement in induction as well as administrative involvement in induction</li> </ul>	Directors	<b>Induction and recruitment records for:</b> <ol style="list-style-type: none"> <li>1. Every teacher/manager/director who is on-boarded;</li> <li>2. Current teachers who have not yet been inducted to the new management structure</li> </ol>
5	Peer training	<ul style="list-style-type: none"> <li>• Peer supervision</li> <li>• Mentorship and coaching</li> </ul>	Teachers	<b>Peer supervision records for:</b> <ol style="list-style-type: none"> <li>1. Pedagogical effectiveness (Video of peer teaching supervision is attached as a link in the appendices)</li> </ol>


6	SMART Goals	<ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Realistic</li> <li>• Time-bound</li> </ul>	Directors and Teachers	<b>SMART Matrix</b> For both short term and long term goals
7	Feedback process	<ul style="list-style-type: none"> <li>• Top bottom and bottom up</li> <li>• Efficient</li> <li>• The 'sandwich' approach</li> </ul>	Directors and Teachers	Self-quantifying approach  This is where a peer, a mentor or a coach is assigned to an individual to record (with consent) the growth in specific area that has been subjected to the feedback process. Initially this is a top-down approach but with the growth of the organization the reverse can be effected.

### (b) Management Structures

		Tenets	Aspects of Tenets	Questionnaire Respondent	How will I measure?
1	Structural Factors	Strict adherence to Hierarchy	<ul style="list-style-type: none"> <li>• Authority is maintained</li> <li>• Communication is clear</li> </ul>	Directors	
		Division of labor	<ul style="list-style-type: none"> <li>• Specialization for different roles</li> </ul>	Directors	
		Rules and regulations	<ul style="list-style-type: none"> <li>• A code of conduct for employees to follow</li> <li>• Disciplinary action procedure policy</li> </ul>	Directors	
2	Human Factors	Remuneration and stability of tenure	<ul style="list-style-type: none"> <li>• Employees' needs</li> <li>• Scope of job description</li> <li>• Employer's qualifications</li> </ul>	Directors and Teachers	
		Equity Initiative and Espirit du corps		Directors and Teachers	

### Appendix III: Ministerial Requirements

REPUBLIC OF KENYA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

MANDATORY DOCUMENTS REQUIRED FOR REGISTRATION OF BASIC EDUCATION INSTITUTIONS

S No.	Document Description	Remarks
1 ✓	Duly filled application form for the registration of the institution	For both private and public institutions
2 ✓	Duly filled application for the registration of the manager	For private institutions only
3 ✓	Recent assessment report of the institution by Quality Assurance and Standards Officer.	The signed report shall not exceed 6 months.
4 ✓	Recent sanitary assessment report by Public Health Officer.	The signed report shall not exceed 6 months.
5 ✓	Branding name of the institution either: <ul style="list-style-type: none"> <li>▪ Business Name Certificate or</li> <li>▪ Certificate of Incorporation as a company</li> <li>▪ Certificate of registration as a society (FBO, SACCO), NGO or CBO</li> </ul>	For private institutions OR community based institutions only
6 ✓	Approved site and building plans	New buildings
7 ✓	Environmental assessment certificate <sup>KAX</sup>	For new sites only ✓
8 ✓	Land Search Certificate	The certificate shall not exceed 6 months from date of issue.
9 ✓	Title Deed, or Allotment Letter, or Lease Certificate or Lease Agreement or Consent to transfer	The land documents to be authenticated by a search certificate.

REPUBLIC OF KENYA

	through sale or as a gift or Memorandum of Understanding between the owner of the land and the institution.	
10	Certified copies of teaching license	Registration certificate with the TSC or recent recommendation from the TSC for all teaching staff.
11	Certified copies of both academic and professional certificates	For all teaching staff not employed by TSC and the Manager
12	Brief of the CV, Certified copies of both academic and professional certificates of the manager	For private institutions OR community based institutions only
*	Profile for teaching and non-teaching staff <i>list</i>	The profile to indicate: full names; I.D.No. ;Age ;Gender ;Nationality ;Highest qualifications
14	Certified copies of receipts issued	Proof of payment of all statutory fees or licenses or taxes.
1	Certificate of Good Conduct <i>Criminal CID - Memorandum</i>	Only for the manager for a private institution

*Kiambo, Jaja*



5) Type/ Level of Instructions offered (Insert as Appropriate)

ECDE**	PRIMARY	SECONDARY	COLLEGE	APBET***
✓				

6) Name (s) and Contacts of Proprietor (s) (For private institutions only)

Name of Proprietor(s)	Name of Proposed Manager
GRACE W. KIRAGU	MAGDALLIDE KIRAGU
JOHN B. KIRAGU	

7) Name and Contacts of The Sponsor (where applicable)

Name	Contacts
--	Phone
	E-Mail

8) Institution's characteristics (Insert as appropriate)

Day only	Boarding only	Day/boarding	Boys only	Girls only	Mixed
✓					✓

Special	Integrated	Inclusive	Comprehensive

9) Proposed Curriculum to be offered by the institution 8-4-4

10) Maximum Enrolment

	Levels	Classes	forms	Year
No. of streams	1	1		
Max.no.	30	30		

Provision for the implementation of the provisions of the Act shall be provided in the form of a separate sheet.

No. of SNE Teaching staff	Modification to access service points/physical facilities	Instructional materials in accessible formats	Assistive devices

**12) Nature of classrooms, dormitories and sanitary facilities**

	Classrooms	dormitories	Sanitation	Other special Rooms (labs, workshop etc)
Walling type				
Roofing type				
Floor				
Dimensions (m) <sup>2</sup>				
Pit/W/C				
Number				

**13) In case of re-registration or full registration of an existing institution:-**

N/A

(a) Current registration number \_\_\_\_\_

(b) Reasons for re-registration \_\_\_\_\_

**14) Declaration by the applicant**

I hereby declare that all the information provided herein is correct to the best of my knowledge and I shall personally be liable for any inaccuracies. I further state that I have read The Basic Education Act, 2013 and that the institution will be conducted in accordance to all the provisions of The Act and, by any other orders prescribed by the Cabinet Secretary in charge of Education from time to time.

I also understand that it is a punishable offence to provide incorrect information, establish, maintain or admit learners to an institution which is not registered or has an invalid or mutilated registration certificate.

Full Name of the applicant \_\_\_\_\_

Signature \_\_\_\_\_

Designation \_\_\_\_\_ [Official rubber stamp (where applicable)]

Date \_\_\_\_\_

*Part II - For Official use only*

15) *Comments by the National Environmental Management Authority County Office*

.....

.....  
*Recommended/Not recommended*

*Reasons for not recommending*.....

*Date*..... *Signed*..... *Stamp*.....

16) *Comments by The Sub- County Director of Education*

.....

.....  
*Recommended/Not recommended*

*Reasons for not recommending*.....

*Date*..... *Signed*..... *Stamp*.....

17) *Decision by The County Education Board*

*Date of the meeting when the application was discussed*.....

*Reference minute Number*.....

*Approved/Not Approved*

*(if not approved, give reasons)*.....

*Date*..... *Signed*.....

~~Chairman~~ CDE  
*Official rubber stamp*

*NB. \* Certified copies of lease agreements/Title Deeds, Registration certificate either as an NGO/CBO/IBO OR Business Name or SACCO or certificate of Incorporation, recent assessment report by Education Quality Assurance, NEMA, Public Health, registration of teachers by TIC, Minutes of the BOM proposing name of the institution public only*

*\*\*ECDE-Early Childhood Development Education, \*\*\* APBET-Alternative Provision of Basic Education and Training*

## Appendix IV: Correspondences with Land Owner

Mrs. Grace Kiragu

P.O. Box [REDACTED]

Nairobi

Mr. [REDACTED]

P.O. Box [REDACTED]

Nairobi.

Thursday, 17 October 2019

**Re: Letter of intent for purchase of property Land Reference Number**

Dear [REDACTED]

We are writing this letter in continuation of my discussion with you on Tuesday, 2<sup>nd</sup> October where I expressed interest in purchasing the aforementioned plot in Juja town.

Just to cite the general terms of purchase as earlier discussed in our meeting, I am hereby mentioning the same as under: -

- 1) The value of the property stands at [REDACTED] (Shillings).
- 2) With regards to Lease of the L.R. [REDACTED] of the aforementioned property, the buyer agrees to include a backlog amount of lease arrears in the purchase price.
- 3) The process of purchase will commence in 2018, after successful capital release as discussed in our meeting of Tuesday 2<sup>nd</sup> October.

If the terms specified by us as above are agreeable to you, please acknowledge this letter. On receipt of a letter of acceptance from your end we will begin the process of transaction along with all the legal documentation.

We remain entirely grateful for the opportunity you have accorded us and we look forward to a lasting business relationship with you.

Yours Sincerely,

[REDACTED]

Proprietor, [REDACTED]

Tuesday, January 23, 2018

P.O. Box [REDACTED]

Nairobi.

Mr. [REDACTED]

RE: REQUEST TO DRAFT THREE YEAR LEASE AGREEMENT FOR [REDACTED]

It is with deep appreciation that we write to you. Please accept our thanks with regard to according us the property on which our school, [REDACTED] seats. It is as a result of your patience that we have been able to overcome many obstacles and stabilize our operations, a process that is still an ongoing effort. We write to you to formally request for a three-year lease agreement which, as I later found out after our meeting, is a mandatory requirement stipulated by the ministry of education for purposes of registering the school.

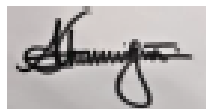
When received, this lease agreement will give us confidence to restructure the school to favor advertisement as well as ministry objectives. With the growth curve experienced in the past, we feel confident that after the lease secures our registration and profitable restructure, we may (with your permission) work on finding ways to raise the money to buy and finally own this same land while operating within this three-year time frame (possibly shorter), stipulated by the lease.

We wish also to present our request to use the adjacent plot, (as mentioned during our meeting on the 10<sup>th</sup> of January 2018) to serve as a playground. Please receive our immense gratitude for considering this as an open option and we would like it to be known that we would also be open to opening yet another lease agreement for this as well (should you require it).

All factors considered, as school is still ongoing, we would kindly like to have the school registered within this term as it is legally imperative that we start the process of registering the school with immediate effect.

Looking forward to your favorable and hopefully speedy response,

Mrs. Magdalene Munyi



School Manager,  
[REDACTED]

---

Friday, 26<sup>th</sup> October 2018

Mr. [REDACTED]

Nairobi

**RE: REQUEST FOR EXTENSION OF ONE YEAR (2019) ON JUJA PLOT**

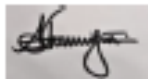
Greetings.

I wish to request for an extension of one year on Juja Plot starting from January 1<sup>st</sup> to December 31<sup>st</sup> 2019. [REDACTED] has been sitting on that plot and we wish to finalize our operations by this year. We appreciate your patience and are grateful for according us your time. We make this request with the promise that by December, we shall have moved to a new location in order to pave way for new developments.

Further to this, I would like to continue with the conversation of acquiring the land in Kalimoni, (Juja), as this would be an ideal place to relocate. Please let us know the viability of this idea as it would be my next plan. The approval of your legal and administrative team would be a paramount step in the relocation objective, of which I await with much anticipation.

I look forward to hearing from you.

Yours faithfully,



Magdalene Munyi,

Manager, [REDACTED] School



THE MANAGER, [REDACTED]

P.O. BOX [REDACTED]

NAIROBI

15<sup>TH</sup> AUGUST 2018

DEAR MADAM,

I am writing to request for payment of my salary for the months of June, July, and August. It has been 3 months since I received my salary and I have not seen or heard from you, in 2 months. I am stuck financially without frue and with a huge debt. You have been absent and my calls go unanswered. Please make arrangements to pay my salary of 20,000/- by this month.

Please consider as I have rent arrears and under a lot of stress. I cannot continue working like this. At least pick my calls.

I Look forward to hearing from you soon.

Yours faithfully,



[REDACTED]  
PP1 teacher



## Appendix VI: m-Collect Bank Form for Fees Collection

Co-operative Bank Trust  
Nash Suluolu Avenue  
P.O. Box 48233 - 20100 NAIROBI  
Tel: (00254) 2270100  
www.coopbank.co.ke  
Website: www.coopbank.co.ke

### Mobile Payment MPESA via paybill number

400222

- Go to 'Lipa na Mipesa
- Select 'Pay Bill'
- Enter Business No.' 400222
- Enter Account No as below;  
Business code followed by # followed by  
client name ie:244928# Name
- Enter Amount
- Enter your MPESA PIN
- Confirm the transaction
- Receive SMS confirming the payment is successful

244928

Business code

**Appendix VII: Photo of Pink Gems Before Demolition**



**Appendix VIII: Photo of Pink Gems After Demolition**



## Appendix IX: Excerpts from Work Based Assignment on Budgeting Process

### Excerpt 1: Abstract

#### Abstract

This report outlines my research on the in-depth process of preparing and implementing a budgeting process in S [redacted] where there was none previously. For a school to run effectively and achieve its core objective of education, it needs a robust management team working behind the scenes to bring together all administrative aspects of the institution and have them all working in harmony together. Being a school head necessarily means that the supervisory role rests squarely on your shoulders. It is without a doubt a challenging and dynamic role and requires one to have a bearing on all these aspects of management and learn how to handle each role with professionalism. One very key aspect of this process and what this action research is based on is budgeting. Putting effective controls and allocating enough to respective vote-heads was a key objective in the research. The study involved designing a temporary filing system as a road map and engaging an accountant to put in all the information held in the files with an end to developing a proper budget for the school. Interviews and observations were used to collect data for the study. I observed how payment receipts to the school were stored and how supplier information was kept. I interviewed the head teacher as well as the school director on the processes they were using before and how these processes were contributing to the welfare of the school. My findings revealed that there wasn't a specific system in place and a lot of information was either lost or not accounted for. Neither the director nor the head teacher had some training on budgeting, so there wasn't a road map that was being followed to ascertain how the monies would be spent. Needless to say, the school was not self-sustaining and relied on the director's other businesses to run.



## Excerpt 2: Analysis of the problem

**3.4.1.d) No debt collection:** There was literally no policy on debt collection and parents would pay at their own time. Many were the times when some parents did not pay at all.

**3.4.1 e) Statutory debts:** The school was facing imminent closure due to non-payment of NSSF dues. The county officers were very stern on this matter and it took a lot of negotiation to allow for payment in installments.

**3.4.1 f) Cash payments:** Parents usually paid cash to the school. There was no follow-up after such payments and the result is that money would go unbanked, or would quickly find other uses. In such instances, no documentation for such transactions was done.

**3.4.1 g) Old school van:** The van kept breaking down and needed weekly repairs and mechanic fees. This was not expected and was very expensive. Eventually I decided to outsource.

### 3.4.2 Family Involvement

**3.4.2 a) Lack of Presence:** For a large part of the previous years, the director of the school was not keen on presence. This became the norm and the teachers were left to run the school. In her absence, a lot of money was lost and there was no accountability.

**3.4.2 b) Differences in character:** The director and I clashed on several occasions owing to the fact that our management styles were very different. She had more authority over the pedagogy and was very skilled at PR issues like marketing. Accounting and budgeting was very alien to her and we would usually be at logger heads especially when it came to allocating funds. She had a more personal view, and wanted most of the allocations to go towards funding personal items, whereas I felt the surplus should go to maintaining and growing the school. This was a very difficult matter to deal with as it cut across many other areas.

VT OMNES SVAVM SINTE

## Excerpt 3: Achievements and Recommendations

### 3.5 Achievements and Recommendations

- 3.5.1 Depersonalizing the school account:** One major achievement was the successful opening of a current account and closure of the personal account. To achieve this, I asked a second (uninterested) member of the family to act as a signatory to a current account with instructions of both to sign. As the school is not yet formally registered, the account cannot feature the name of the school. This was a huge milestone in realizing the objective of having a self-sustaining school.
- 3.5.2 M-Collect System:** To control direct cash payment, the bank introduced to me a system of collecting school fees for parents who are unable to bank. The M-Collect system is a payment portal through M-Pesa Paybill code, which is specially assigned to the school. It has no charges to the parent and requires a narration of pupil's name. Once payment is done, I get a notification for records. I launched the system last term.
- 3.5.3 Networks created:** In the making of the budget I realized that the school had defaulted many of its statutory payments and had a bad rapport with the officials. In the course of the term I sought to mend these relationships by creating new networks and actively proposing ways to settle the debt. This was well received and I was granted the request to pay off in installments. I also managed to negotiate with a good accountant to manage accounts for the school, and as we could not afford to pay him, we settled on a basic fee for a few sessions in the course of term one 2018.
- 3.5.4 Ethical stand:** There were many times the vote-heads were not in line with the mission and vision of the school. Though very difficult at first, I managed to weave my way out of many situations by consistently working with the agreed amounts to pay or use for the agreed item or service. Many times I failed, but I made a point that was respected and acknowledged, and I saw that as an achievement.
- 3.5.5 The critical friend:** I established many friendships with school owners of established schools that had gone through what I was experiencing. These relationships proved invaluable and the advice I got was both relevant and helpful. I was able to avoid many pitfalls, particularly because being unregistered meant I was in the dark of the Ministry's directives.

## Appendix X: Improved Budget for 2017 following intervention

### Excerpt 1: Net inflow per term

73	<b>Total bills per term</b>				55,467
74	<b>Total bills per month</b>				18,489
75	<b>Overheads</b>	Misc/stationery	10	500	5,000
76	<b>Total overheads per term</b>				5,000
77	<b>Total overheads per month</b>				1,667
78					
79	Total Expenditure per term				313,227
80	Total Expenditure per month				104,409
81					
82	Net Inflow per term				69,273
83	Net Inflow per month				23,091

### Excerpt 2: Projected Income for 2018

89	Total Expenditure per term				694,260
90	Total Expenditure per month				231,420
91					
92	Net Inflow per term				337,240
93	Net Inflow per month				112,413
94					

### Appendix XI: Pictorial Evidence

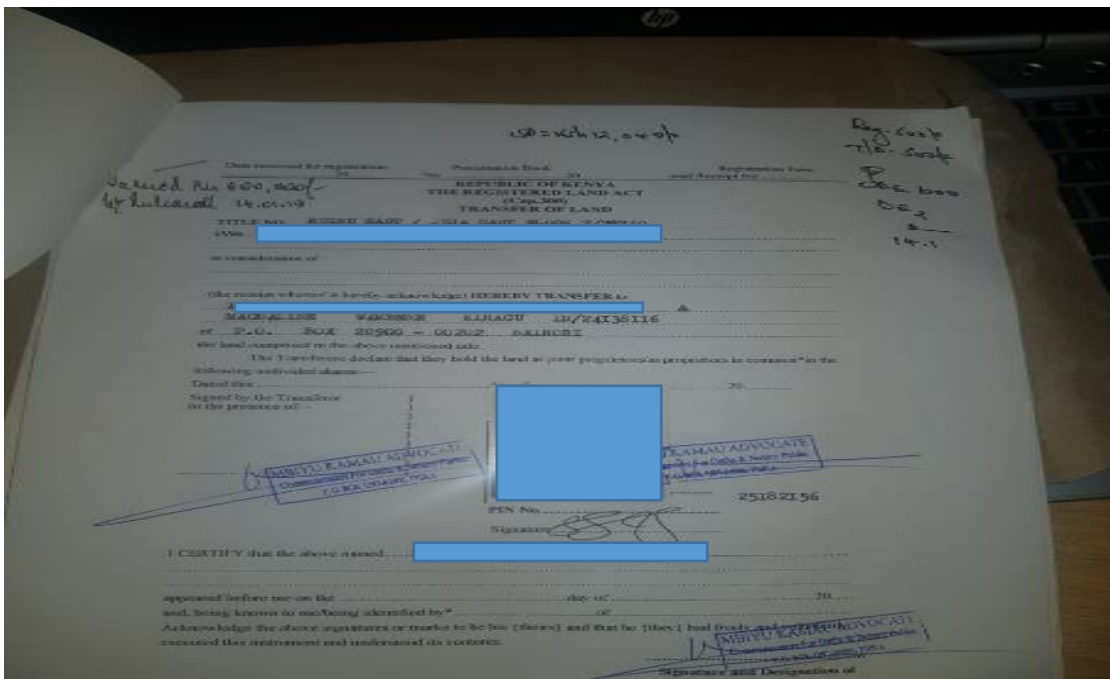
- (i) Photo of intended transitory land in Juja Farm (In front of fenced area, adjacent to the gentleman)



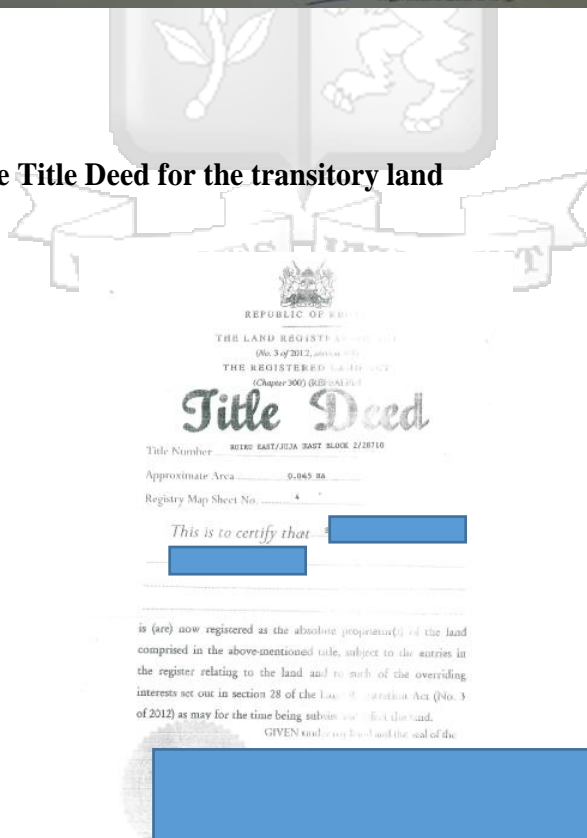
**(ii) Potential Lease plot in the same area as Pink Gems**



- (iii) Transfer document for transient plot from original owner to new owner (my family).



- (iv) The Title Deed for the transitory land



## Appendix XII: Excerpts from the Manager’s 2017-2018 Report



### Milestones of 2017-2018

1. City Council agreeing to license the school and to host 300 pupils in an eighth acreage;
2. The successful negotiation of an increased timeframe for the lease agreement to be redone: This was done through fresh talks with the manager as the land owner had refused to grant a fresh lease and also rejected the plea to renew the expired lease on grounds of non-compliance. The negotiation allowed for an extension of time to run the school and consideration of purchase of the plot by the school.
3. The introduction of NSSF payments for all staff members as well as NHIF for those who had cards.
4. Reconciliation of the financial process, from the joint account to the introduction of M-Collect method of fees payment.
5. Successful outsourcing of MarJoe School transport.
6. Successful outdoor trips to Mlango Farm, Blue Post Hotel and Vipe Fun Park.
7. Reconciliation of the admission procedure into one document complete with requirements, fee structure and uniform list
8. Wholesome diet – introduction of the milk program at 10am and traditional vegetables twice a week.
9. Paint job and renovation of the garden
10. A visit from Professor Seijja from Finland, following a trip to Finland to benchmark with leading kindergartens from the best education system in the world. Professor Seijja's recommendations on teacher motivation are included in +this report.
11. New admissions for daycare and pre-primary 1. In the first and second term of 2018, the school recorded a total of 7 new admissions as follows:
  - i. Gloria Nieri
  - ii. Kimutal
  - iii. Mbui
  - iv. Rachael Wanliru
  - v. Elias Elbago
  - vi. Nila Muya

**Summary**

The year 2018 was a successful year, the numbers stagnated at 17, but we managed to break even in the payment of all the suppliers, particularly transport, food, (wholesale and market groceries), fuel, (gas and charcoal), salaries, NSSF, all year long, garbage for half the year, and a façade uplift through paint works and gardening.

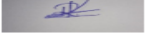
There could have been improvements but the biggest hindrance has been the unresolved land issue which has stalled all efforts to register the school with the Ministry and with KEPSA. This non-compliance has landed the school in contradiction with Kenya Revenue Authority and the Ministry of Education and we have had to bribe our way out most of the time, further driving us down the wedge of debt and bankruptcy.

At the end of 2018, we received a call from the land owner with a notice of eviction and the negotiations with this gave us an extension of another year. This is at the point where we are. 2019 is assumedly the last year of our operations before taking a bow out of the education scene in Juja.

Prepared by: **Magdalene Munyi, Manager,** [Redacted]

Sign: 

Approved by: [Redacted] **Director,** [Redacted]

Sign: 

Date: **Wednesday, 17<sup>th</sup> October 2018**



**Appendix XIII: Operation Guidelines**

# OPERATIONS GUIDELINES

2019 - 2020

## TEACHING AND LEARNING

The director of teaching and learning is appointed as [redacted] Wambui Kiragu. She will be responsible for supervision of the area of classroom preparation, classroom facilitation and examinations. The director to work with teachers so that they can also supervise each other and provide feedback on the said areas. She will also oversee the following docket:

- Curriculum improvement and dynamics
- Teaching support
- Material reviews
- Writing and publishing

## ADMINISTRATION

The Director of Operations is appointed as Ms. Magdalene Wambere Muryi. She is responsible for all roles in operations and management in the following docket:

## OPERATIONS

Teaching & Learning

Administration

Marketing

Technical

## ADMINISTRATION

The Director of Operations is appointed as [redacted] [redacted] She is responsible for all roles in operations and management in the following docket:

- Ministerial directives
- Provision of instructional and material support
- Networking
- Annual reports
- Welfare
- Accounting
- Training programs

## MARKETING

The Director in charge of Marketing is appointed as [redacted] Her duties include the following:

- Branding for visibility
- Marketing through diverse channels
- Digital platform of the school

## TECHNICAL

The Director in charge of Technical Operations is appointed as [redacted] His duties include the following:

## TECHNICAL

The Director in charge of Technical Operations is appointed as [REDACTED] His duties include the following:

- Planning for expansion
- Land ownership details
- Talent Development

## Appendix XIV: Consent Form Director 1

### PINK GEMS KINDERGARTEN SUBJECT INTRODUCTION LETTER AND DATA COLLECTION TOOL CONSENT FORM

Dear Colleague,

#### Introduction to the Action Research Study

With your help, I would like to establish a management structure for Pink Gems Kindergarten that will encompass the aspects of goal setting, an appropriate management structure and how the two can be effected to form a unique system for the school as a family run business, by observing local, regional and international management models of family run pre-schools.

With the input of a critical peer, I will look at the history of Pink Gems with regards to its management system and analyze what has previously worked and what has not worked, with an aim to creating a unique management system for the school.

#### Discomfort & Risk

There are no physical risks involved in participating in this study.

#### Benefits

The Information obtained from this study can be used by upcoming and established family run schools to establish, improve or make changes to their management systems using the model provided.

#### Reward

Your participation is voluntary and you may choose to participate or not to participate without expecting any reward or penalty.

#### Confidentiality

This research is purely for academic purposes and the information observed will be strictly confidential. Your identity will be kept anonymous.

### **Contact Information**

For any queries or clarification, you can contact me Magdalene Munyi on Tel: 0721 512294, and via email: [magdalene.munyi@strathmore.edu](mailto:magdalene.munyi@strathmore.edu)

### **Participant's Statement**

The above information regarding my participation in the study is clear to me. Any questions I had regarding the study have been answered to my satisfaction. I voluntarily accept/ do not accept to participate in the study (Strike off as appropriate)

I voluntarily accept

I do not accept

Participant Signature

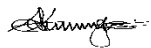


### **Researcher's Statement**

I, the undersigned, have explained to the study participant, in comprehensible language, the study objectives, procedure, benefits & risks involved.

Name: Magdalene Munyi

Signature



Date

6<sup>th</sup> January 2020

### **Questionnaire Layout**

To be able to effectively collect information appertaining to both the directors and the teachers, I will structure two separate questionnaires that will be answered by both parties. Being the only manager at the school and at the same time being the researcher in this study, I will not be able to fill any questionnaire. Confidentiality will be maintained in accordance with the wishes of the respondents.

For the directors of the school, my aim is to investigate what they deem as the process of goal setting as well as the process of setting up the management structures, and the process of bringing both into effect.

For the teachers at the school, my aim is to investigate what their experience has been and what they consider to be the necessary support that should be accorded to them by the directors and the manager of the school, in order for them to realize the goals intended for them. I will also investigate what they consider to be a working management structure and how they can participate in bringing these to effect.

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## **Appendix XV: Consent Form Director 2**

### **PINK GEMS KINDERGARTEN SUBJECT INTRODUCTION LETTER AND DATA COLLECTION TOOL CONSENT FORM**

**Dear Colleague,**

#### **Introduction to the Action Research Study**

With your help, I would like to establish a management structure for Pink Gems Kindergarten that will encompass the aspects of goal setting, an appropriate management structure and how the two can be effected to form a unique system for the school as a family run business, by observing local, regional and international management models of family run schools.

With the input of a critical peer, I will look at the history of Pink Gems with regards to its management system and analyze what has previously worked and what has not worked, with an aim to creating a unique management system for the school.

#### **Discomfort & Risk**

There are no physical risks involved in participating in this study.

#### **Benefits**

The Information obtained from this study can be used by upcoming and established family run schools to establish, improve or make changes to their management systems using the model provided.

#### **Reward**

Your participation is voluntary and you may choose to participate or not to participate without expecting any reward or penalty.

#### **Confidentiality**

This research is purely for academic purposes and the information observed will be strictly confidential. Your identity will be kept anonymous.

### **Contact Information**

For any queries or clarification, you can contact me Magdalene Munyi on Tel: 0721 512294, and via email: [magdalene.munyi@strathmore.edu](mailto:magdalene.munyi@strathmore.edu)

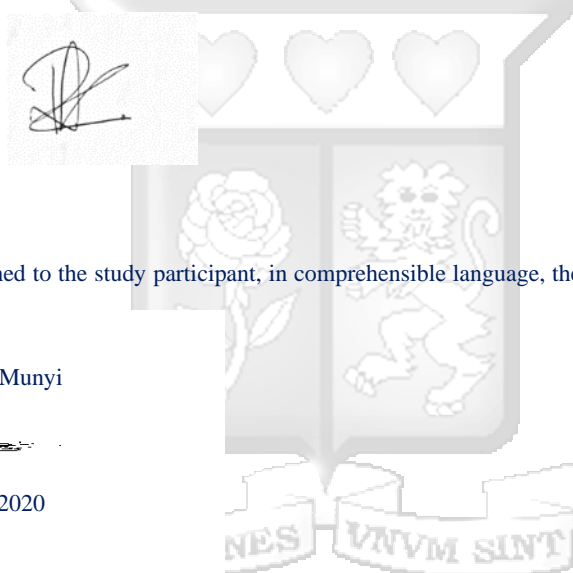
### **Participant's Statement**

The above information regarding my participation in the study is clear to me. Any questions I had regarding the study have been answered to my satisfaction. I voluntarily accept/ do not accept to participate in the study (Strike off as appropriate)

✓ I voluntarily accept

I do not accept

Participant Signature



### **Researcher's Statement**

I, the undersigned, have explained to the study participant, in comprehensible language, the study objectives, procedure, benefits & risks involved.

Name: Magdalene Munyi

Signature: 

Date: 6<sup>th</sup> January 2020

### **Questionnaire Layout**

To be able to effectively collect information appertaining to both the directors and the teachers, I will structure two separate questionnaires that will be answered by both parties. Being the only manager at the school and at the same time being the researcher in this study, I will not be able to fill any questionnaire. Confidentiality will be maintained in accordance with the wishes of the respondents.

For the directors of the school, my aim is to investigate what they deem as the process of goal setting as well as the process of setting up the management structures, and the process of bringing both into effect.

For the teachers at the school, my aim is to investigate what their experience has been and what they consider to be the necessary support that should be accorded to them by the directors and the manager of the school, in order for them to realize the goals intended for them. I will also investigate what they consider to be a working management structure and how they can participate in bringing these to effect.

## Appendix XVI: Consent Form Director 3

PINK GEMS KINDERGARTEN SUBJECT INTRODUCTION LETTER AND DATA COLLECTION TOOL CONSENT FORM

Dear Colleague,

**Introduction to the Action Research Study**

With your help, I would like to establish a management structure for Pink Gems Kindergarten that will encompass the aspects of goal setting, an appropriate management structure and how the two can be effected to form a unique system for the school as a family run business, by observing local, regional and international management models of family run pre-schools.

With the input of a critical peer, I will look at the history of Pink Gems with regards to its management system and analyze what has previously worked and what has not worked, with an aim to creating a unique management system for the school.

**Discomfort & Risk**

There are no physical risks involved in participating in this study.

**Benefits**

The Information obtained from this study can be used by upcoming and established family run schools to establish, improve or make changes to their management systems using the model provided.

**Reward**

Your participation is voluntary and you may choose to participate or not to participate without expecting any reward or penalty.

**Confidentiality**

This research is purely for academic purposes and the information observed will be strictly confidential. Your identity will be kept anonymous.

1

**Contact Information**

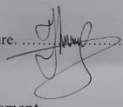
For any queries or clarification, you can contact me Magdalene Munyi on Tel: 0721 512294, and via email: [magdalene.munyi@strathmore.edu](mailto:magdalene.munyi@strathmore.edu)

**Participant's Statement**

The above information regarding my participation in the study is clear to me. Any questions I had regarding the study have been answered to my satisfaction. I voluntarily accept/ do not accept to participate in the study (Strike off as appropriate)

I voluntarily accept

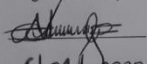
I do not accept

Participant Signature: 

**Researcher's Statement**

I, the undersigned, have explained to the study participant, in comprehensible language, the study objectives, procedure, benefits & risks involved.

Name: Magdalene Munyi

Signature: 

Date: 06/02/2020

2



## Appendix XVIII: Questionnaire Director 1

### SEMI STRUCTURED QUESTIONNAIRE FOR THE DIRECTORS OF PINK GEMS KINDERGARTEN

#### SECTION ONE

##### 1.1 Background Information

1.1.1 How many years have you been a Director at Pink Gems Kindergarten?

**7 years**

1.1.2 What are your specific roles as the director at the School?

**Director, Administration and teaching. I have played nearly all roles.**

1.1.3 What would you like to see improved at the School with regards to the Management Structure?

**The school should be able to run itself without going into debt. The school should serve as a bench marking point for both structural and human formation of all stakeholders**

1.1.4 Have you faced any challenges as a director at the School?

**Yes, I have**

No

If yes, please explain briefly what challenges you have faced.

**The biggest challenge has been with teachers – getting a good fit and retaining them, and above all, making them adhere to the school spirit and culture.**

1.1.5 (a) What would be the ideal population size for Pink Gems in the following categories, and why?

**School Population: 1000**

**Class Size 35 - 40**

1.1.5 (b) Briefly explain your reason(s) why

**To break even financially, and to maximize on formulation of students. The more students one can form, the better.**

#### SECTION TWO

##### Part One:

##### Goal Setting.

##### 2.1 Human Resources

2.1.1 How important is having the right quality of staff to you, and why?

**Very important – They will pass to the learners an all rounded formation because they are trained for this. They will also take their work as a profession and not downplay it.**

2.1.2 In your opinion and experience in being a director at Pink Gems, is providing emotional support to the employees an important factor in retaining human resources? Explain briefly your reason.

**Very Important: Every person has a need to belong. Emotional support ensures that they feel a sense of belonging and that they feel valued. This in-turn reflects on their motivation.**

2.1.3 As a director for Pink Gems, do you consider creating and offering organizational support to the employees as being an important factor in retaining human resources?

**It ensures that everybody does what is rightful for them to do, and seamless administration is achieved.**

2.1.4 In your opinion, do you feel that giving instructional support to the teachers is of any benefit? Please explain briefly.

**Yes, because the school is there precisely to instruct, therefore it is important to offer teachers the ability to do so.**

## 2.2 Material Resources

2.2.1 Is the provision of material resources important in enhancing the performance of the teachers in their work, and why?

**Yes, because they use them to demonstrate to the learners and support the learning activities.**

2.2.2 (a) How important is quality and high standard when providing for the following resources?

*Facilities – classrooms, playrooms, toilets, kitchen, office, store, library, etc.*

*Equipment – Computers, toys, etc.*

*Books and stationery*

*Food: Dry items, snack items and fresh groceries*

**Very Important**

Important

Neutral

Not Important

(b) Should the school invest in top notch material when sourcing them **despite** the cost?

**Yes, despite the cost - they last longer and can be used by many learners.**

Not an issue

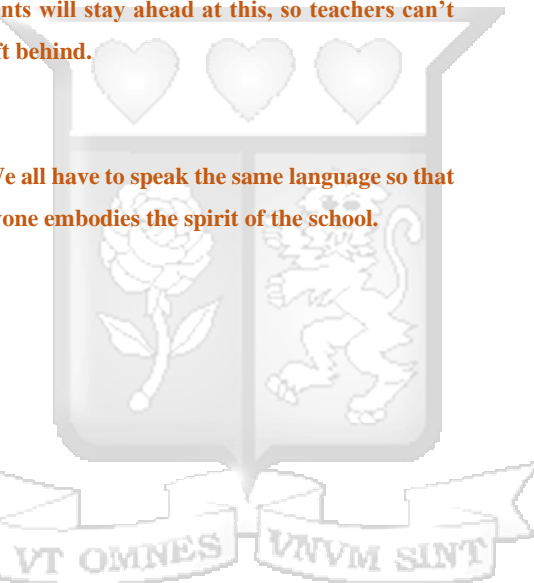
Can be sourced cheaply despite the quality

2.2.3 How important are the following variables to you, when it comes to teacher's skills?

Variable of Teacher Skill	Very Important	Important	Neutral	Not Important
Content Knowledge	1			
Pedagogy (Way of teaching)	1			
Knowledge of Technology	1			
Partnerships (ability to deal with parents and other key stakeholders)	1			
Self-Development Initiative				
Flexibility	1			
Ability to work with diversity in the classroom	1			

**We are moving to an era of technology and the students will stay ahead at this, so teachers can't be left behind.**

**1 – We all have to speak the same language so that everyone embodies the spirit of the school.**



2.2.4 (a) In Pink Gems do you consider having a reward process as part of harmonizing a working management structure? Briefly give your reason:

**Good for positive reinforcement, and enhances motivation**

(b) A reward process should be guided by the following tenets: transparency, timeliness, flexibility, significance, genuine and having a personal touch. As the Director of Pink Gems, do you think inculcating these tenets will have an impact on teacher effectiveness? Give your reason as to whether you think they will or they will not have an impact.

**Most definitely. Rewards in my many years' experience has always produced motivation for the teachers**

2.2.5 Part of having a working management structure is to have a seamless recruitment policy. Do you think this process would be enhanced if the teachers and the administration is involved? State your reasons why.

**Should involve the teacher, in the interview panel, because the teacher will advise on what is needed and what is not. This is at the point of interview only and should be the reserve of senior teachers.**

2.2.6 As the director for Pink Gems, what impact do you think having SMART Goals would have on the overall management structure?

**It is important to keep a balanced score card to reflect what we have achieved and what has not been achieved, and what can be improved, moving forward.**

2.2.7 (a) Feedback is an essential part of management of any organization. Do you think the process needs to involve the teachers as well, that is directors giving feedback to teachers (top-bottom approach) and teachers also giving feedback to directors? (bottom-up approach)? Explain your reason why.

**Both ways is crucial. It is only fair to listen to both sides. Everyone needs to improve as no one is perfect.**

## Part Two

### 2.3 Management Structures

In this second part, I aim to look into two areas of management structures. These are: structural factors, and human factors. Structural factors in this case refers to those tenets that deal with the technical aspects of running the school as an organization. Human factors refers to those tenets that directly affect the teachers, and administrators in an end to enable them effectively perform their roles in the school.

#### I Structural Factors

2.3.1 How important is observance and maintaining of hierarchy in the school to you with regards to maintaining a strict sense of authority and a clear sense of communication between the employees and the directors?

**Very Important – it is crucial and should not be participatory at the operations level. It should be clear, but teachers should be equal.**

Somewhat Important

Doesn't matter

Not at all important

2.3.2 Do you think effectiveness in structural management would be achieved if the school recruited teachers and support staff that have specialized roles, as opposed to settling for employees that can 'learn on the job'?

**Yes, it affects structural management**

Doesn't affect structural management

Explain either of your answers above:

**As far as teaching is concerned, teaching needs specialization. Even lower cadres need to be specialized, if the school can afford. This is key to the realization of goals.**

2.3.3 How important are rules and regulations with regards to a code of conduct for employees as well as a disciplinary policy for specific cases at the school?

**Very important and necessary**

Neutral

Not at all necessary

Explain the reason for each of your answers above:

**Because rules provide a guideline otherwise there will be chaos and tyranny**

## II Human Factors

2.3.4 With regards to employees' own needs, scope of job description and employee's qualifications, do you think that their remuneration should be pegged on one, or all of these aspects? Explain your answer below:

**All are important. Especially qualification. We as directors should come up with a remuneration scale based on qualification, commitment, economy, and various needs of the teachers, so as to make it more just.**

2.3.5 How important is it to the management of the school, for the directors to establish *esprit de corps* and equity among the employees?

**Very important: fraternity spirit ensures that we can be free and work as a team.**

Somewhat important

Not at all important/ does not affect management

## Appendix XIX: Questionnaire Director 2

### SEMI STRUCTURED QUESTIONNAIRE FOR THE DIRECTORS OF PINK GEMS KINDERGARTEN

**SECTION ONE**

**1.2 Background Information**

1.1.1 How many years have you been a Director at Pink Gems Kindergarten?

**From August of 2017 to date**

1.1.2 What are your specific roles as the director at the School?

**I am responsible for the marketing operations of the school and I oversee branding initiatives**

1.1.3 What would you like to see improved at the School with regards to the Management Structure?

**I would definitely like to see the communication between directors improved, by having regular meetings. I would also like, in the same breath, to see expansion efforts and growth of the school retain key focus.**

1.1.4 Have you faced any challenges as a director at the School?

**Yes, I have**

If yes, please explain briefly what challenges you have faced.

**The directors all have different schedules and it is difficult to meet. This in turn blurs the effort to have a candid and cohesive plan to run the school, leaving one director to manage most operations.**

1.1.5 (a) What would be the ideal population size for Pink Gems in the following categories, and why?

School Population **above 270**

Class Size **30**

1.1.5 (b) Briefly explain your reason(s) why

**A class size of 30 makes class management easy, and gives focus to each student by decreasing student teacher ratio. A population of not less than 270 makes return in investment possible and gives leeway for growth.**

**SECTION TWO**

**Part One:**

## Goal Setting.

### 2.2 Human Resources

2.1.1 How important is having the right quality of staff to you, and why?

**This is very important, because teachers are the point of contact with the students and students are – in my marketing opinion – the brand ambassadors of the school. Having the right quality of staff is key to cementing the vision and mission of the school.**

2.1.2 In your opinion and experience in being a director at Pink Gems, is providing emotional support to the employees an important factor in retaining human resources? Explain briefly your reason.

**This is not high on my agenda as a director, but I agree it is good to have a human touch as opposed to being mechanical in our operations. The teachers will work better and we will be able to retain them.**

2.1.3 As a director for Pink Gems, do you consider creating and offering organizational support to the employees as being an important factor in retaining human resources?

**Very important. A good organizational structure from a marketing angle makes it that more attractive to staff and increases their job security.**

2.1.4 In your opinion, do you feel that giving instructional support to the teachers is of any benefit? Please explain briefly.

**Yes, instructional support is hinged on the core mission of the school – which is instruction (Education).**

### Material Resources

2.2.8 Is the provision of material resources important in enhancing the performance of the teachers in their work, and why?

**It depends on the curriculum. With the Competency Based Curriculum, the teacher needs to have an innate or trained sense of creativity to be able to innovatively used whatever material is available to her/him. This way whatever material resources we provide can be made effective and not rendered inutile.**

2.2.9 (a) How important is quality and high standard when providing for the following resources?

*Facilities – classrooms, playrooms, toilets, kitchen, office, store, library, etc.*

*Equipment – Computers, toys, etc.*

*Books and stationery*

*Food: Dry items, snack items and fresh groceries*

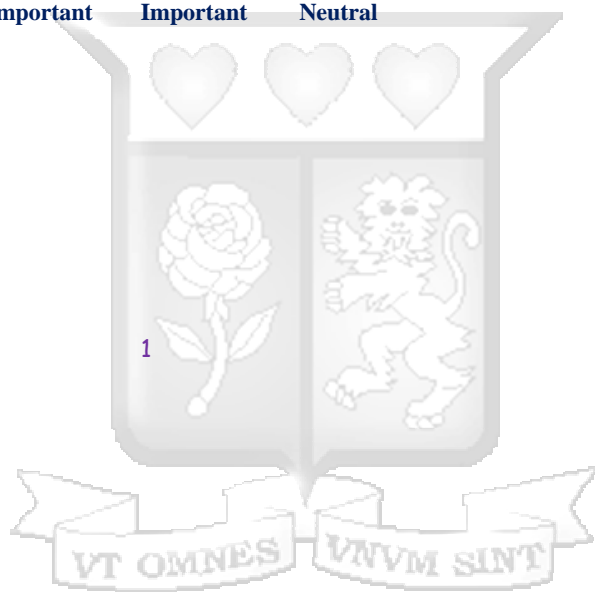
Very important - seeing is believing, especially for parents. Having good facilities is in and of itself a marketing foundation. It is the first thing the parents see both online and in person, and this makes for a lasting impression and promotes word of mouth marketing which is a powerful tool in growing school numbers.

(b) Should the school invest in top notch material when sourcing them **despite** the cost?

**Yes, despite cost. As a marketing expert, I strongly believe it is best to anchor these efforts in the acquisition of good material. This sets the standard, the materials pass the durability test and in the long run save costs of replacement in future.**

2.2.1 How important are the following variables to you, when it comes to teacher's skills?

Variable of Teacher Skill	Very Important	Important	Neutral	Not Important
Content Knowledge	1			
Pedagogy (Way of teaching)	1			
Knowledge of Technology	1			
Partnerships (ability to deal with parents and other key stakeholders)	1			
Self-Development Initiative				
Flexibility				This should be the reserve of the HR. Expecting the teachers to be flexible is adopting the notion that of having jacks of all trades and masters of none.
Ability to work with diversity in the classroom	Very Important without a doubt			



2.2.2 (a) In Pink Gems do you consider having a reward process as part of harmonizing a working management structure? Briefly give your reason:

**Yes, it will enhance the retaining of teachers, we will have less turnover, and most importantly, we can rely on our own pool of staff for talent development.**

(b) A reward process should be guided by the following tenets: transparency, timeliness, flexibility, significance, genuine and having a personal touch. As the Director of Pink Gems, do you think inculcating these tenets will have an impact on teacher effectiveness? Give your reason as to whether you think they will or they will not have an impact.

**People work better with structure, and teachers are no different. They will naturally gravitate towards what they know, and structure gives them this knowledge.**

2.2.3 Part of having a working management structure is to have a seamless recruitment policy. Do you think this process would be enhanced if the teachers and the administration is involved? State your reasons why.

**It is not important to involve teachers. Part of recruitment involves replacement, disciplinary action and other sensitive matter that should not be privy to teachers.**

2.2.4 As the director for Pink Gems, what impact do you think having SMART Goals would have on the overall management structure?

**Yes, this is the only way.**

2.2.5 (a) Feedback is an essential part of management of any organization. Do you think the process needs to involve the teachers as well, that is directors giving feedback to teachers (top-bottom approach) and teachers also giving feedback to directors? (bottom-up approach)? Explain your reason why.

**Both ways ensure fairness, and fairness is key to management. One sided decisions as a result of a single approach can cause a crack in the operational structure and this is bad for management.**

## **Part Two**

### **2.3 Management Structures**

In this second part, I aim to look into two areas of management structures. These are: structural factors, and human factors. Structural factors in this case refers to those tenets that deal with the technical aspects of running the school as an organization. Human factors refers to those tenets that directly affect the teachers, and administrators in an end to enable them effectively perform their roles in the school.

#### **I Structural Factors**

2.3.6 How important is observance and maintaining of hierarchy in the school to you with regards to maintaining a strict sense of authority and a clear sense of communication between the employees and the directors?

**Very Important**

As directors, a key agenda on our mission is to ensure the school grows. With this growth comes the impetus of a crisp hierarchical structure. This then creates a ripple of desirable outcomes like accountability and clarity of role, which are core functions of operations, which give the school a pedestal to deal with partnerships.

Somewhat Important

Doesn't matter

Not at all important

2.3.7 Do you think effectiveness in structural management would be achieved if the school recruited teachers and support staff that have specialized roles, as opposed to settling for employees that can 'learn on the job'?

Yes, it affects structural management

Doesn't affect structural management

Explain either of your answers above:

Both. Having staff with specialized roles saves time as we don't need to train them, and some roles need specific training. However, lower levels tend to learn on the job and therefore have no impact on structural management.

2.3.8 How important are rules and regulations with regards to a code of conduct for employees as well as a disciplinary policy for specific cases at the school?

Very important and necessary – This helps in the avoidance of legal battles. It also serves as the children's learning point, because it is from the school that they learn respect of authority. By so doing, the mission and vision of the school is promulgated.

Neutral

Not at all necessary

## II Human Factors

2.3.9 With regards to employees' own needs, scope of job description and employee's qualifications, do you think that their remuneration should be pegged on one, or all of these aspects? Explain your answer below:

**Should be based on how effective you are, and how much ROI you are giving to the school.**

**Qualification is also key for key roles**

2.3.10 How important is it to the management of the school, for the directors to establish *esprit de corps* and equity among the employees?

Very important

Somewhat important - **at the end of the day it is a business, too much familiarity might lose the formal structure, but we have goals to accomplish and no structure will ever be friendly, but it needs to be functional.**

Not at all important/ does not affect management



## Appendix XX: Questionnaire Director 3

SEMI STRUCTURED QUESTIONNAIRE FOR THE DIRECTORS OF PINK  
GEMS KINDERGARTEN

SECTION ONE

1.1 Background Information

1.1.1 How many years have you been a Director at Pink Gems Kindergarten?

7 years

1.1.2 What are your specific roles as the director at the School?

- Developing the strategic direction of the school.
- Infrastructural development of the school.
- Guiding the development of the school's culture.
- Business development.

1.1.3 What would you like to see improved at the School with regards to the Management Structure?

- A more efficient financial model that ensures fluid operations.
- A ground up strategy development that starts from operational staff and is build on the up to the board of management.
- A more aggressive and accurate marketing model

1.1.4 Have you faced any challenges as a director at the School?

Yes

No

If yes, please explain briefly what challenges you have faced.

- Implementation of the CBC system.
- Getting the local education authorities to constructively participate in getting relevant permit.
- Land ownership

1.1.5 (a) What would be the ideal population size for Pink Gems in the following categories, and why?

School Population

300

Class Size

30/25

1.1.5 (b) Briefly explain your reason(s) why

- Teacher student ratio is best/optimum.
- Rate of return in terms of commercial viability.

## SECTION TWO

### Part One:

#### Goal Setting.

#### 2.1 Human Resources

2.1.1 How important is having the right quality of staff to you, and why?

1. The quality of engagement with the students is good.
2. Management of the right type of staff is easy.

2.1.2 In your opinion and experience in being a director at Pink Gems, is providing emotional support to the employees an important factor in retaining human resources? Explain briefly your reason.

Yes: Emotional Support is extremely important in any person's ability to yield good results, good results in turn yield motivation encouraging the staff to stay a.

2.1.3 As a director for Pink Gems, do you consider creating and offering organizational support to the employees as being an important factor in retaining human resources?

Organizational support helps make work easier and fun for the staff. This helps the school become a competitive employer.

2.1.4 In your opinion, do you feel that giving instructional support to the teachers is of any benefit? Please explain briefly.

Yes. Instructional support not only improves the employees quality of work, it also builds their personal skills and makes them know there's benefit beyond mere remuneration.

## 2.2 Material Resources

2.2.1 Is the provision of material resources important in enhancing the performance of the teachers in their work, and why?

Yes. Material resources help teachers in the execution of their tasks. It makes work easier for them & the quality of learning better.

2.2.2 (a) How important is quality and high standard when providing for the following resources?

*Facilities – classrooms, playrooms, toilets, kitchen, office, store, library, etc.*

*Equipment – Computers, toys, etc.*

*Books and stationery*

*Food: Dry items, snack items and fresh groceries*

Very Important

Important

Neutral

Not Important

(b) Should the school invest in top notch material when sourcing them despite the cost?

Yes, despite the cost

Not an issue

Can be sourced cheaply despite the quality

*Can be sourced at reasonable cost without compromise on quality.*

2.2.3 How important are the following variables to you, when it comes to teacher's skills?

Variable of Teacher Skill	Very Important	Important	Neutral	Not Important
Content Knowledge	✓			
Pedagogy (Way of teaching)	✓			
Knowledge of Technology		✓		
Partnerships (ability to deal with parents and other key stakeholders) Self-Development Initiative	✓			
Flexibility	✓			
Ability to work with diversity in the classroom	✓			

2.2.4 (a) In Pink Gems do you consider having a reward process as part of harmonizing a working management structure? Briefly give your reason:

Yes. Every human being responds to reward and the reward motivates good performance. This makes management easier as everyone is motivated to do the right thing.

(b) A reward process should be guided by the following tenets: transparency, timeliness, flexibility, significance, genuine and having a personal touch. As the Director of Pink Gems, do you think inculcating these tenets will have an impact on teacher effectiveness? Give your reason as to whether you think they will or they will not have an impact.

Yes. They will have impact because all of these features are intrinsically important in a good worker.

2.2.5 Part of having a working management structure is to have a seamless recruitment policy. Do you think this process would be enhanced if the teachers and the administration is involved? State your reasons why.

Yes. Senior teachers e.g. heads of departments and the headteacher are a key in the recruitment process. Their opinion on whether the candidate or candidates can align with the organisational culture is important.

2.2.6 As the director for Pink Gems, what impact do you think having SMART Goals would have on the overall management structure?

It will have a positive impact on the management structure. SMART goals make work accurate, planable, results are easy to measure and work is done on time.

2.2.7 (a) Feedback is an essential part of management of any organization. Do you think the process needs to involve the teachers as well, that is directors giving feedback to teachers (top-bottom approach) and teachers also giving feedback to directors? (bottom-up approach)? Explain your reason why.

Yes. Oh yes! Bottom-up approach helps in the formulation of pragmatic strategies and ones that are owned by everyone. While top-bottom allows everyone to understand the direction that the organization is taking.

## Part Two

### 2.3 Management Structures

In this second part, I aim to look into two areas of management structures. These are: structural factors, and human factors. Structural factors in this case refers to those tenets that deal with the technical aspects of running the school as an organization. Human factors refers to those tenets that directly affect the teachers, and administrators in an end to enable them effectively perform their roles in the school.

#### I Structural Factors

2.3.1 How important is observance and maintaining of hierarchy in the school to you with regards to maintaining a strict sense of authority and a clear sense of communication between the employees and the directors?

Very Important

Somewhat Important

Doesn't matter

Not at all important

2.3.2 Do you think effectiveness in structural management would be achieved if the school recruited teachers and support staff that have specialized roles, as opposed to settling for employees that can 'learn on the job'?

Yes, it affects structural management

Doesn't affect structural management

Explain either of your answers above:

I strongly believe in recruiting staff that can align with the school's culture and can learn on the job.

It's easier to teach specific extrinsic skills if the intrinsic features are good.

2.3.3 How important are rules and regulations with regards to a code of conduct for employees as well as a disciplinary policy for specific cases at the school?

Very important and necessary

Neutral

Not at all necessary

Explain the reason for each of your answers above:

Employees need a reference point for their daily operations and behavior that is considered objective.

## II Human Factors

2.3.4 With regards to employees' own needs, scope of job description and employee's qualifications, do you think that their remuneration should be pegged on one, or all of these aspects? Explain your answer below:

I think the remuneration should be tied on scope of work and qualifications. It's difficult to quantitate & employee personal needs.

2.3.5 How important is it to the management of the school, for the directors to establish *esprit de corps* and equity among the employees?

Very important

Somewhat important

Not at all important/ does not affect management

## Appendix XXI: Questionnaire Senior Teacher

### SEMI STRUCTURED QUESTIONNAIRE FOR THE TEACHERS OF PINK GEMS KINDERGARTEN

#### SECTION ONE

##### 1.1 Background Information

1.1.1 How many years have you been a Teacher at Pink Gems Kindergarten?

5

1.1.2 What are your specific roles as a teacher at the School, besides teaching?

Senior teacher / deputy

\_\_\_\_\_

\_\_\_\_\_

1.3 What are some of the challenges you have faced as a teacher working for Pink Gems?

Working alone

dealing with parents

delayed payments,

2.3 (a) In order to provide an avenue for teacher effectiveness, do you think having a Peer Training program for incoming teachers is necessary?

Yes

No

Will not make a difference

Briefly explain your choice above

because in the school we have a way  
of doing things

2.3 (b) Do you believe teachers should be left to manage classroom performance through regular supervision of other teachers so as to provide them with feedback on how to best improve their teaching?

Yes

No

Briefly explain your choice above

teachers should be independent.

2.3 (c) Can teachers provide mentorship and training through induction programs to new teachers, and would that make a difference in the teaching performance?

Yes

No

Briefly explain your choice above

because all teachers have alot to learn.  
and can contribute to better performance.

2.4 Do you think the directorate should include the teaching staff in setting of the school goals?

Yes

No

Briefly explain your choice above

because goals are for everyone.

Part Two

Management Structures

2.5 Do you think that remuneration is a big factor in motivating your work as a teacher?

Yes

No

Neutral

Briefly explain your choice above

It is a basic need for survival, and it is necessary to be mentally settled.

2.5 (b) What factors should the directorate consider when setting remuneration standards for you as a teacher?

Economy, level of education, commitment and length of tenure.

2.6 Would having an *esprit de corps* help in bringing about motivation for the teachers, and should the directorate ensure that it is embodied in the culture of the school?

Yes, because it helps the staff to work as a team and as a family

(b) What are some of the aspects the directorate should do to ensure that there is an *esprit de corps* among teachers and all employees of the school?

involve teachers in decision making and have an open door policy

## Appendix XXII: Rules and Regulations Guidelines Excerpts

### SAINT PATRICIA SCHOOL HANDBOOK ON RULES AND REGULATIONS FOR TEACHERS AND STUDENTS

#### SAINT PATRICIA HONOR CODE

It is the responsibility of the learners with the help of their teachers to comply with the rules of the school, to respect and respond to the authority of the teachers and other school personnel, to arrive at school on time, to be alert and to respect the rights and property of others.

Cheating and other forms of academic dishonesty; stealing, possession or sale of stolen goods; lying or any other form of dishonesty will not be tolerated. It is expected that all learners are responsible for their own actions and consequences.

All learners with the guidance of their teachers are expected to abide by the standards of conduct of the school.

Saint Patricia is anchored on the following guidelines:

#### A. BE KIND

- Be Courteous!
- Be safe, kind and respectful to yourself and others: treat all possessions and property with respect; stay out of other students' desks and personal property.

---

#### A. BE KIND

- Be Courteous!
- Be safe, kind and respectful to yourself and others: treat all possessions and property with respect; stay out of other students' desks and personal property.
- Express feelings and emotions in an appropriate manner. Avoid spreading rumors and gossiping. Profanity, name-calling or teasing are not tolerated at any time.

#### B. BE SAFE:

- Keep hands, feet and objects to yourself.
- Do not leave the playground area during break or lunch without permission from the teacher on duty.
- Use the restrooms during break and lunch rather than during class time. No playing in or about the bathrooms.
- Learners are not allowed in the classrooms without supervision. A teacher must be in the room.
- Safe and proper use of the playground equipment is to be exercised at all times.
- Sticks, knives, firearms, toy guns, pointed objects or other harmful objects, alcohol, tobacco, illegal drugs are not permitted on the school grounds. Possession of any dangerous items or drug will result in suspension or expulsion.
- Students should always walk and not run in the halls.
- Students should not climb on the poles
- Students should NEVER leave the school compound for whatever reason
- If balls go over the fence, the student should report it to the teacher on duty.

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### C. BE PRODUCTIVE

- Follow directions as instructed by the teachers
- Learners are expected to arrive in class prepared with appropriate books and stationery.
- When the bell rings, learners will stop play, return toys to the appropriate place, and go immediately to designated areas.

### D. GENERAL CONDUCT

- Be in proper school uniform at required times.
- No gum chewing or gum in possession at any time.
- Learner's personal items like toys should remain at home to avoid damage or loss (unless specific permission is given by the teacher).
- All learners must pay for damaged or lost property (both school and personal).
- Remember and follow all other rules important enough to be stated by your teacher or the Director during the school year.

### E. SCHOOL WIDE DISCIPLINE PROCEDURES

- Teachers maintain class rules and consequences, utilizing positive classroom management techniques. Teachers will communicate rules and consequences to parents and students.
- School rules are discussed, explained and sent home for a parent's signature.
- The administrator's role is to serve as a "back-up". The Operations Director will be responsible to deal with: Continued/continual classroom disruptions. Behaviors that may require a demerit or suspension. It is important to realize that before a student is referred to the administrator, unless it is a severe problem, the teacher has often provided a warning(s), counseling, and classroom consequences to the student regarding the misbehavior.



### TEACHERS' GUIDELINES ON RULES

You are expected to share the school values and feel proud of being part of the school. You should strive to uphold the school's good standards and follow the school's code of practice to ensure uniformity. You should familiarize yourself with the School's mission and vision and implement it in your class work.

It is ethical to pass any correspondence to Education Directorates through the Head of School and the Principal as the Head of School is the person responsible for the running of the school.

As a teacher you ought to realize that all pupils **must** be recognized as individuals. All pupils must be encouraged to develop a moral conscience if they are to fulfil their potential and integrate effectively into society. As such they should never be called names, ridiculed or belittled.

### TEACHERS' CODE OF ETHICS

This refers to the teacher's responsibilities to the Pupils in her care:

- The teacher shall give foremost consideration to the pupil's well-being.
  - The teacher shall direct his/her whole professional effort to assist the pupil to develop his/her whole personality including his/her ability to work.
  - The teacher shall foster in his/her pupils' honesty, integrity, and consideration for others and shall do nothing, by precept or example, to discredit these qualities.
  - The teacher shall act, and shall be seen to act, with justice.
  - The teacher shall exercise authority in accordance with the law of the land and with evolving concepts of the pupil's needs and rights.
  - The teacher shall recognize that each child is an individual and that children can differ in what is required for the promotion of their education.
  - The teacher shall recognize an obligation to assist all pupils under his/her charge to develop their talents suitably and to the fullest extent feasible.
  - The teacher shall recognize that s/he should work with parents to promote the welfare of pupils, particularly by consulting and involving parents, whenever this is desirable.
  - The teacher shall make reasonable effort to protect the pupil from conditions harmful to learning or to health and safety.
  - The teacher shall not intentionally expose the pupils to embarrassment or disparagement.
-

**SCHOOL ACTIVITIES**

By getting involved in the school’s activities you will be contributing to the whole school issues rather than just curricular one. School activities will give you the opportunity to develop relationships with other members of staff and with students across the whole schools. These relationships have a beneficial effect on your teaching through the mutual respect and trust gained from participating in an activity.

**DRESS CODE**

As a person whom pupils look up to, you should dress as befits the dignity of your profession. You are expected to present an example to your pupils through the way you dress.

**ABSENCES**

If you are unable to attend to your duties due to illness, you are to keep your school informed on a daily basis 30 minutes before school starts. A medical certificate is to be drawn up by your doctor on the first day of illness. You should send the original on the same day of issue to the principal. The copy is to be handed personally to the school administration on the day when you resume duty and fill in the absence form.

**ACCOUNTABILITY**

As a teacher you are expected to:

- Be punctual and give a full day’s work;
- Be prepared for all lessons;
- Keep all students occupied and interested;
- Mark all work constructively;
- Monitor students’ progress and keep an accurate record of it;



**PREPARED BY**

Magdalene Munyi

*Operations Director*

**AUTHORIZED BY:**



*Marketing Director*

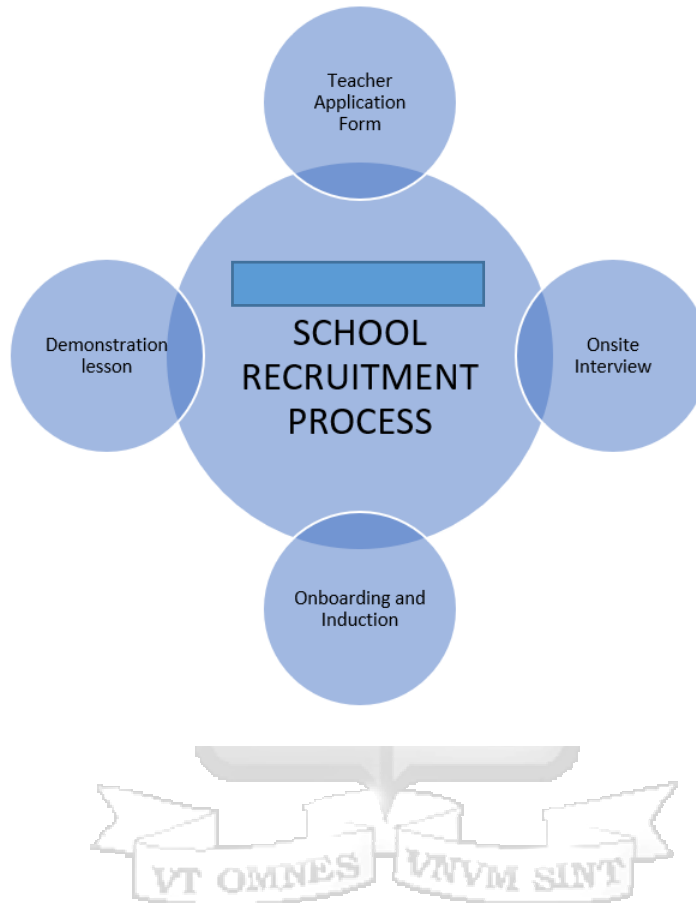
*Academic Director*

*Technical Director*

## Appendix XXIII: Recruitment Guideline Excerpts

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### SELECTION TOOL-KIT



TOPIC	REQUIREMENTS	DETAILS
Onsite interviews	<ul style="list-style-type: none"> <li>• Structured Questions for all Kindergarten teachers</li> <li>• Legal requirements for recruitment and requirements for teachers</li> </ul>	Discussed in the document
Onboarding and Induction	<ul style="list-style-type: none"> <li>• Contracts signed and authorized by all directors</li> <li>• Contract signed by the teacher</li> <li>• Legal officer approval</li> </ul>	Contracts approved by legal officer.
Demonstration Lessons	<ul style="list-style-type: none"> <li>• Teachers to present a 30-minute lesson on the topic of their choice to the directorate</li> </ul>	Media Room setup at the office to facilitate this.
Application form	<ul style="list-style-type: none"> <li>• To aid the directorate – which is the recruiting body – in understanding the applicant prior to the onsite interview.</li> </ul>	Sent to applicant after being shortlisted.

**GOALS OF [REDACTED] SCHOOL RECRUITMENT GUIDELINE**

- Using high standards and rigorous expectations for staff, teachers, and administrators,
- Ensuring an excellent teacher in every classroom and an excellent leader in the school.
- Help build and identify great preparation programs that cultivate talent and equip teachers and leaders with the knowledge and skills necessary for success on day one; recruit and select “top talent.”



**THE RECRUITMENT PROCESS TO BE FOLLOWED**



**TEACHER STANDARDS TO ADOPT**

TEACHING STANDARDS		
1	CONTENT	The teacher understands the core concepts and structure(s) of the discipline(s) and creates learning experiences that make the content meaningful to students.
2	HUMAN DEVELOPMENT AND LEARNING	The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of the students.
3	DIVERSE LEARNERS	The teacher understands how students differ and adapts instruction for diverse learners.
4	COMMUNICATION	The teacher understands and uses effective communication.
5	LEARNING ENVIRONMENT	The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.
6	PLANNING FOR INSTRUCTION	The teacher understands instructional planning and

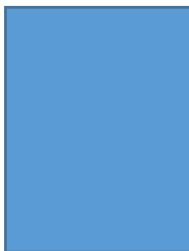
Teacher Recruitment and Selection Toolkit

January 2020

**PREPARED BY**

Magdalene Munyi *Operations Director*

**AUTHORIZED BY:**



*Marketing Director*

*Academic Director*

*Technical Director*

# Appendix XXIV: Job Application Form

## STAFF WORK APPLICATION FORM



NAME.....  
MARITAL STATUS.....  
AGE.....  
GENDER.....  
RELIGION.....  
NUMBER OF CHILDREN.....

## ACADEMIC QUALIFICATION

NAME	YEAR OF COMPLETION	GRADE
SECONDARY.....	.....	.....
COLLEGE/UNIVERSITY.....	.....	.....

TSC NUMBER (mandatory).....

## UPDATED CONTACT INFORMATION

CELLPHONE NUMBER.....  
ALTERNATIVE NUMBER.....  
EMAIL ADDRESS.....



## TEACHING SUBJECTS OF INTEREST

Subject	Class/Grade
1. ....	.....
2. ....	.....
3. ....	.....

## REASON FOR INTEREST IN TEACHING AT



(Give a brief reason of your personal interest in working with the Kindergarten)

.....  
.....  
.....  
.....  
.....

This is not a guarantee of hire. Successful applicants will be notified by email/phone.

# Appendix XXV: Training and Development Schedule 2020 -2021

## [REDACTED] SCHOOL EVENT SCHEDULE PLANNER 2020-2021

<b>PROJECT</b>	TEACHER TRAINING PROGRAM DIRECTOR'S TRAINING	COMPUTER PACKAGES FOR TEACHERS (MS WORD AND EXCEL) FAMILY RUN BUSINESS FOR DIRECTORS
<b>ORGANIZER</b>	MAGDALENE MUNYI	
<b>CONSULTING COMPANY</b>	ILERA CONSULTING <a href="mailto:ILERASOLUTION@GMAIL.COM">ILERASOLUTION@GMAIL.COM</a>	

PROJECT PHASE	STARTING	ENDING	PROJECT PHASE	STARTING	ENDING
PHASE 1	August 10 <sup>th</sup>	August 15 <sup>th</sup>	MODULE 1	JANUARY 11 <sup>th</sup>	JANUARY 15 <sup>th</sup>
PHASE 2	September 14 <sup>th</sup>	September 18 <sup>th</sup>	MODULE 2	FEBRUARY 15 <sup>th</sup>	FEBRUARY 19 <sup>th</sup>
PHASE 3	October 12 <sup>th</sup>	October 16 <sup>th</sup>	MODULE 3	MARCH 8 <sup>th</sup>	March 12 <sup>th</sup>
PHASE 4	November 16 <sup>th</sup>	November 20 <sup>th</sup>		-	-
PHASE 5	-	-		-	-
PHASE 6	-	-		-	-


NOVEMBER							DECEMBER							JANUARY							FEBRUARY							MARCH							APRIL												
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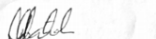
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31																																																											


PREPARED BY: Magdalene Munyi

Operations Director 

AUTHORIZED BY: 

Marketing Director 

Academic Director 

Technical Director 

**Appendix XXVI: Enhanced Curriculum for Pink Gems**

**Excerpt (i): Art Classes at the School with Teacher Dan**



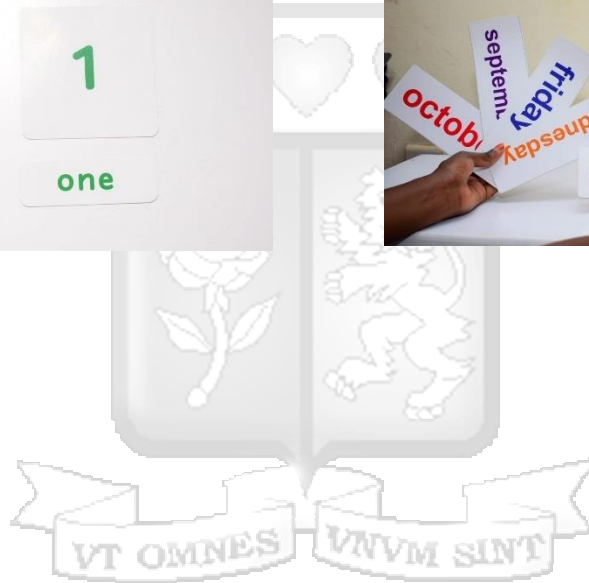
**Painting Exhibition done by Teacher Dan**



**Face painting at the school**



**Excerpt (ii): Teaching material acquired to support the curriculum**



**Appendix XXVII: Marketing and Branding for Pink Gems**



## QUOTATION #208

Prepared for: [Redacted]

Contact: 0721512294

Email: [Redacted]

ITEM	DESCRIPTION	QUANTITY	RATE	LINE TOTAL
Website Design & Development	Domain purchase, registration & 1 year hosting. Website Wireframes & website pages design and Development. Basic SEO (Search Engine Optimization). Site analytics monitor. Mobile devices scalability & responsive design. Interactive client products interface. Training on CMS use. Premium Infographic background slider Social media feed integration & custom email. Graphic Design & illustrations. Online Market Research & site optimization to fit current standards.	1	30,000	30,000
			<b>SUBTOTAL</b>	Ksh. 30,000

Quotation prepared by: [Redacted]

**NOTE**

50% of total amount is required upon order & 50% upon completion to go live.

This quotation is only valid for 30 days from date of issue.

*Thank you for choosing Yulu. We look forward to working with you.*

Phone: [Redacted]

Email: [Redacted]

Website: [www.yulu.co.ke](http://www.yulu.co.ke)

### Appendix XXVIII: Critical Peer Declaration and Correspondences

# Melisa Clare

## *Business Consultant*

To whom it may concern;

I have worked together with Magdalene Munyi in her school, where she was establishing a management structure for Pink Gems Elementary. During this time, she has shared the issues affecting the management of the school and I have, as her critical peer, shared insights and recommendations that have helped to operationalize the goals and structures in accordance with her research objectives.

Three of the key insights that have been implemented at Pink Gems resulting in the recommendations and insights shared were:

1. Acquisition of new land owned by the directors of her school.
2. Involvement of all the directors of the school and training them for their respective roles
3. Implementing goals and structures that are foundational and that will give room for growth and expansion
4. Training programs for staff and directors of Pink Gems, an ongoing initiative to foster continuous learning

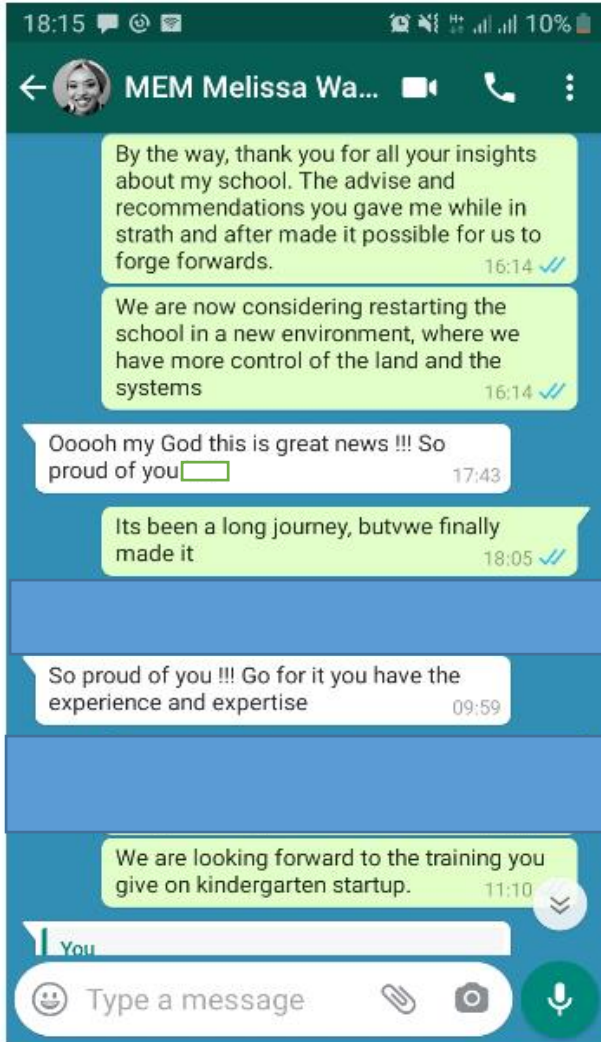
I am happy with the progress of the school, particularly the effort to own the land and to work as a team.

I am positive that Pink Gems Elementary will reach the highest level of growth.

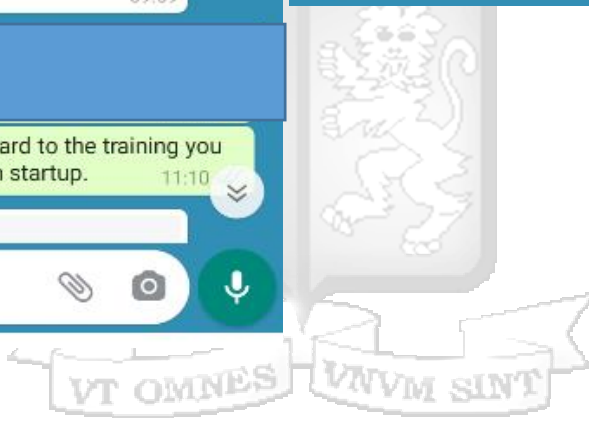
Melisa Clare

Critical Peer for Pink Gems Elementary

*melisacclare.co.ke*



**You**  
We are looking forward to the training you give on kindergarten startup.  
Most definitely let me know when you're ready 11:18



## Appendix XXVIII: Ethical Review Approval



**Strathmore**  
UNIVERSITY

1<sup>st</sup> October 2020

Mrs Munyi, Magdalene  
magdalene.munyi@strathmore.edu

Dear Mrs Munyi,

**RE: How I Will Establish A Management Structure for Pink Gems School  
Within Two Terms Between September 2019 And April 2020**

This is to inform you that SU-IERC has reviewed and **approved** your above research proposal. Your application approval number is **SU-IERC0883/20**. The approval period is **1<sup>st</sup> October 2020 to 30<sup>th</sup> September 2021**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://ncis.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

  
Dr Virginia Gichuru,  
Secretary; SU-IERC

Cc: Prof Fred Were,  
Chairperson; SU-IERC



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Email [info@strathmore.edu](mailto:info@strathmore.edu) [www.strathmore.edu](http://www.strathmore.edu)