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# An Assessment of the role of teaching and support staff in maintenance of resources: a case of Majengo secondary school, Bondo district, Nyanza province in Kenya

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**AN ASSESSMENT OF THE ROLE OF TEACHING  
AND SUPPORT STAFF IN MAINTENANCE OF  
RESOURCES: A CASE OF MAJENGO SECONDARY  
SCHOOL, BONDO DISTRICT, NYANZA PROVINCE IN  
KENYA**

**BY**

**OTHIENO INDIRA OGONJO**

**A PROJECT SUBMITTED TO INSTITUTE OF  
HUMANITIES, EDUCATION AND DEVELOPMENT  
STUDIES**

**In Partial Fulfillment of the Requirement of the  
Postgraduate Diploma in Educational Management**

**STRATHMORE UNIVERSITY**

**KENYA**

**2007**



## **DECLARATION**

This project is my original work and has not been submitted for a degree in any other university.

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**Othieno Indira Ogonjo**

049005

This project was submitted with my approval as university supervisor.

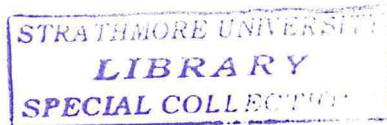
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## **ACKNOWLEDGEMENTS**

A work of this magnitude is by no means a product of one person's mind. While I take responsibility for any imperfections and errors noticed, I would like to thank all those without whom the completion of this work would not have been possible.

Special mention goes to my supervisor Madam Dorina Telaide for her assistance during the period of the study.

I am equally grateful to all the teaching staff and support staff of Majengo Sec. School and also Head teacher of Maranda High School for their cooperation in responding to the questionnaires and verbal interviews.

I cannot forget to mention Eva who spent hours on the computer to make sure this work comes out as neatly as it has.

The moral support from my dear sister Monica, my dear sons Mark and Allan, my friend Rose cannot go unmentioned.

Finally, my acknowledgements are to the Almighty God who has granted me strength, hope and resources to work consistently. May His name be glorified and honoured.

O.I.O

2007





## **ABSTRACT**

Provision of appropriate resources is essential in running a successful school. These resources are important for the implementation of the school curriculum. There is need to have them maintained for continuous use.

This study was therefore aimed at assessing the role of the teaching and support staff in the process of maintaining the resources that they use.

The assessment was done by use of questionnaires for the staff and interview schedule for the staff and interview schedule for the head teacher. The study targeted Majengo Secondary School in Bondo District of Nyanza Province.

The sampling technique used in this study was purposive sampling. The data were analysed by developing frequency distribution and tabulating responses and percentages were used in drawing conclusions from data.

From the study, it was clear that the staff participated slightly in maintaining the resources. It also came out clearly that they are not satisfied with role they are allowed to play.

The study further recommended that the staff could be more involved in the process by being given enough resources to use. Their views should also be considered when making changes. They also suggested the use of a maintenance form.

The study finally made suggestions for further research based on the findings.

## **LIST OF ABBREVIATIONS**

RD & D	- Research Development and Diffusion model.
PGDEM	- Post Graduate Diploma in Educational Management.
OPEC	- Oil Producing and Exporting Companies.
Govt.	- Government
RMI	- Repairs, Maintenance and Improvement.

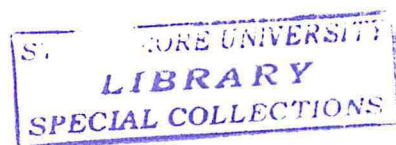


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## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter gives the Background to the problem, purpose of the study, objectives of the study, Basic Research Questions, significance of the study, definition of significant terms and Theoretical Framework.

### **1.1 Background to the problem**

According to Dorina Telaide (2007) a person has ways of being, thinking and acting which are unique. The personality is influenced by the environment in which one moves and grows.

Provision of appropriate resources is essential in running a successful school. If a school were to concentrate only on the development of the mind and not on the external aspects of equipment e.t.c the child would develop as if he had a cancer – with disproportionate growth in one area and stunted growth in the other areas – Dorina Telaide (2007).

Majengo Mixed Secondary School is public school. It has resources which have been brought in through finances from parents as school fees and also from well wishers as donations.

It has buildings and some equipments/resources which should be maintained, to ensure that they are always available for use. In the school, currently the position of the maintenance is not rigid. It is done haphazardly by anyone who comes across an item which needs to be maintained.



Despite the fact that resources that are in a school are important for school curriculum implementation, the maintenance culture in the school show that many people are not actively involved in the process. This has led to dilapidated buildings, very few resources not being in use as they are not maintained.

The school resources will not have much value unless the people who use them understand and accept the fact that they must be maintained. It is a fact that some users (teachers and support staff) are reluctant to see changes come because they are more comfortable doing things the way they have always done them. Innovation comes along with problems of extra workload, and threat of backlash. There is need therefore to gain better understanding of the dynamics of change and to develop structures that will promote innovation within the school so that the system can be self-renewing. Support services, the involvement of teachers support staff and process of innovation and the provision for evaluation are significant requirements for successful innovation.

## **1.2 Statement of the problem**

According to Shiundu and Omulando (1992) innovation is one major type of change in which something new is added to an existing phenomenon. It is an idea or practice that is perceived as new but at the same time, it can mean the process of initiating something new and spreading it through the social system.

Like planned organizational change, maintenance is crucial in a school as it helps in the implementation of the curriculum.



The researcher will use democratic (open) approach whereby the source of information is decentralized and the entire community is involved in decision – making. This will include problem solving approach, active participation of the user.

The maintenance culture has been ignored in the school. It is done by a few people whose role is not very clear.

It is against this background that the researcher intended to assess the position of the maintenance policy in the school. The researcher will use the people on the ground i.e teachers and support staff coming together to help in the maintenance of the few resources in the school.

Havelock (1969) made a study on how innovation comes about. He has various models.

1. **The Research, Development and Diffusion Model (RD&D)** – This is adopted effectively where the innovation has to be on a large scale, and ideas have to reach geographically dispersed and isolated users.
2. **The social interaction model** – This is where change spreads through contacts, formal and informal among interested individuals or groups of people. It emphasizes diffusion or the movement of messages from person to person.
3. **The problem solving method** – This is where individuals are interested in initiating and developing innovations at the local level.

The researcher has used the last two as the research is done within the school only. This mediates and links together all parties used in the innovation process.

The PGDEM (2007) course at Strathmore University has been an eye opener on the need to check on the resources. The researcher is now aware that it only needs planning budgeting and constant awareness of the up-keep of the human standards of all the school facilities. The awareness makes the process be very cheap as the maintenance is done regularly.

### **1.3 Purpose of the study**

The purpose of the study is to assess the position of the maintenance policy in the school and having to come up with possible innovations.

### **1.4 Objectives of the study**

1. To assess the teachers and support staff awareness on the need of having a policy on maintenance.
2. To establish the view of the teachers and support staff in the school about their role in the innovation of the resources in the school.

### **1.5 Basic Research Questions**

The study will attempt to answer the following questions:-

1. To what extent are the teachers involved in the process of maintaining the resources in the school?
2. What is the view of the teachers and support staff on their role in the innovation of the resources in the school?

## **1.6 Theoretical Framework**

The basis of this study was on the main idea that provision of appropriate resources is essential in running a successful school.

It is important that the teachers and support staff as users should not be made mere receivers of materials brought to school but they should be actively involved alongside school administrators in the maintenance of the resources.

It is on this basis that this study was guided by the above theory in maintaining that teachers and support staff being direct users should be made part of the maintenance team. Given that some of the teachers are knowledgeable, have undergone courses in their training they would understand the maintenance process very well. [Transferred from other schools].

## **1.7 Significance of the study**

The findings of the study have the following significance:-

1. The teachers' role in the process of maintaining resources was assessed by the study.
2. The support staff role in the process of maintaining resources was assessed by the study.
3. The existence of a maintenance policy was clarified from the study.
4. Recommendations from the study provided actual data in the views of the teachers and support staff on their role in the innovation of resources in the school.

### **1.8 Limitations of the study**

This study was limited to assessing the role of teachers and support staff in Majengo Mixed Secondary School in the maintenance of the school resources.

### **1.9 Assumptions of the study**

The study assumed that all the teachers and support staff of the school are equipped with skills on maintenance of resources.

The study also assumed that once teachers and support staff become aware of how they can participate in the maintenance of the resources then the students will be easily incorporated into the system.

### **1.10 Definition of significant terms**

These terms are given the following operational definitions by the researcher as used in the study;

- (i) **Teachers:** – These are professionally trained person charged with the task of promoting the learning process in the school. They help interpret the school curriculum and national goals of education in a language to be understood by the learners.
- (ii) **Support staff:** – All other people in the school that help in the process of learning indirectly. They include the Accounts clerk, secretary, cooks, watchmen, grounds men e.t.c.
- (iii) **Innovation:** This is a change in which something new is incorporated into the existing phenomenon in this case the written maintenance policy.
- (iv) **Role:** – This is part or functions that the teachers and support staff are expected to have when carrying out the maintenance duty.

- (v) **School curriculum:** This refers to all that is planned to enable the learners acquire and develop the desired knowledge, skills and attitudes in a school set up.
- (vi) **Implementation:** This is the process of interpreting the curriculum into a language that is understood by the learners in order to promote the learning and welfare of the students.
- (vii) **Resources:** All items found in the school that are used in one way or another for the welfare of the students, teachers and support staff.
- (viii) **Maintenance:** Preservation, protection, continuation, safeguarding, up-keep, looking after or care of buildings and equipments.
- (ix) **Culture:** Something that becomes a part of a group and is always done.

## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter gives a review of the related literature in the following subtopics:-

Maintenance process, the role of the teacher, role of support staff, strategies for the maintenance policy and the conclusion.

#### **2.2 Maintenance process**

According to Telaide (2007): Maintenance is the preservation, protection, continuation, safe guarding, up-keep, looking after or care of building and equipment.

Proper maintenance and standards of cleanliness will contribute to the over-all well-being of all users of the facilities. Most times people will not be able to explain why they fell more at ease in a place in good condition, but experience shows that when one enters a place in good condition one feels comfortable and willing to stay on, whereas, when one enters a place which is dirty or untidy one wants to get out of there quickly.

Maintenance must be planned for. Financial allowances must be there otherwise will lead to neglect and higher costs. This is done by having maintenance schedules i.e

Most of the respondents felt that maintenance of resources is very necessary. The teachers saw this as an aspect necessary for curriculum implementation. It is therefore necessary that every one in the school have a positive attitude and ensure that all the resources are always in a working condition.

The majority of respondents felt they are encouraged to work but at time the resources are not available. E.g a broken window left until it drops as there is no hammer. They felt some working tools should be in school. Also some training be given to them as this will help them have some knowledge for repair of small breakages.

The respondents recommended that resources in a particular department should be handled by the head of that department. This is the person who is then answerable to the Accounts Clerk who in turn can be answerable to the head of the institution. A chain of command would lead to fast and effective implementation programme.

It was further recommended that all the reports should be written. This written document would make members have a follow up of what has been repaired and what is yet to be repaired. This will enable the staff to appreciate the work since they will be part and parcel of the activities.

The respondents accepted that they encountered varied problems when trying to improve or change the facilities in the school. They made the following recommendations to overcome the following problems.

- ♣ Fundraising to be conducted to help raise enough funds to help in maintenance of resources. This is because currently the facilities are in dilapidated state and the RMI votehead will not be enough to improve them.
- ♣ Everyone should be concerned with the maintenance process. This should be a joined effort done by everyone not left to only one person.
- ♣ Improved and regular stock-taking should be done. This will enhance efficiency of the use of school materials.
- ♣ Motivation of those who report any breakage regularly. This can be enhanced by involving the teachers in the programme for change.
- ♣ On-job training on certain areas that are unique to teaching profession e.g book-keeping for those assigned responsibilities.
- ♣ Improved security to minimise lapses that occur that sometimes leads to loss of important facilities.

The respondents further recommended that a maintenance form be made and availed at all departments. This can be used regularly hence giving a way of making a follow up. They suggested that some members could be sent to nearby schools for bench marking. Those could give the school a good direction.

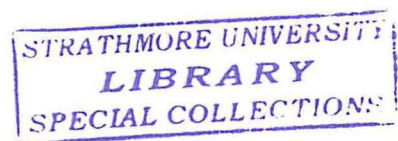
#### **5.4 Suggestions for further research**

This study was only carried out among support staff and teaching staff. Related studies can be done among the students as the main people for whom the resources are maintained.

The study concentrated on the internal community i.e the teachers and support staff. It would be interesting to look at the role and view of the wider community of the school. This will include the parents, the board of Governors, the sponsors e.t.c.

The study concentrated on the maintenance of resources in the school. The members have varied background. It would be necessary to understand how the resources are handled by the same people back at home. This will greatly affect how people view the resources at the work station.

Finally, the study used one school to learn a few things on what they do in the maintenance process. There is need to visit more than one school to get more knowledge and comprehensively come up with a maintenance policy for the school.



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## APPENDIX A

### QUESTIONNAIRE FOR TEACHERS AND SUPPORT STAFF

The questionnaire researches the role of the teacher in uplifting and maintaining the facilities in our school (Majengo Mixed Secondary School). You are humbly requested to honestly answer the questions presented.

The researcher assures confidentiality of the information given. The information will be used for the purpose of the research only. Please do not rite your name on the questionnaire. Tick (✓) the appropriate answer or fill in the blank spaces.

1. Your Job description in the school.

Teacher  Support staff

2. For how long have your been working as a teacher /support staff

Below Five years

5 – 10 years

11 – 15 years

Over 15 years

3. Have you worked in any other institution apart from Majengo Secondary School?

Yes  No

4. The provision of appropriate resources is essential in running a successful school. In your opinion how would you view the adequacy of the following material resources?

Adequate

Moderate

Poor

5. If you have been told that there is a limited budget for improving or changing the facilities available in the school. List three materials in order of priority that you would improve upon.

- (i) .....
- (ii) .....
- (iii) .....

6. In your opinion are the teachers/support staff encouraged to participate in the maintenance of the resources of the school

Yes  No

7. In your experience as a teacher, what is your opinion about maintaining the resources in a house, school or any other institution. Briefly explain .....

.....

.....

As a member of the support staff, in your opinion, who should be concerned with maintaining the resources that you use in your area of work. Briefly explain .....

.....

.....

8. Do you participate in maintaining the few resources in the school?

Yes  No

9. In your view, is it possible and necessary to increase the level of maintenance of facilities in our school.  
Explain your answer briefly .....

.....

10. In you view, are there any problems encountered by the members of staff in the school when trying to improve or change the facilities in the school?

Yes  No

Explain your answer briefly .....

.....

11. Suggest possible ways in which these problems could be overcome.

.....

.....

## **APPENDIX B**

### **INTERVIEW SCHEDULE FOR HEADTECHER OF MARANDA HIGH SCHOOL – NEIGHBOURING SCHOOL**

1. How many years have you served as the head of this school?
2. Have you been involved in maintaining the facilities in the school? (The researcher will probe the various aspects)
3. How many personnel do you have trained for the maintenance of the school resources. (Probe the training process)
4. To what extent are the teachers involved in the improving and changing of the school facilities.
5. To what extent are the students involved in the improving and changing of the school facilities (probe)
6. From the Ministry the RMI votehead caters for the Improvement of facilities. Is the money enough? (Probe to get other ways to get funds if any)
7. In your view, are the facilities enough? (Probe to find out what is done in areas that facilities are not enough)
8. Do you have records in the maintenance system? (The researcher probes to get form for borrowing and returning equipments, inventories and record – keeping strategies.
9. In your opinion what advice would you give small schools like Majengo Secondary to help maintain the facilities that they have. (The researcher find advice to help amend what is at Maranda to help fit in our school Majengo).
10. Do you hold any in-service courses for the maintenance staff?