

Professional Training in Mobile Education Programme: Stakeholders Preparation for Their Job

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Abstract: - Mobile Educational Programmes is among the government Investment Programs that seeks to increase access to quality basic education for children and youth who due to special circumstances are unable to attend formal schools. Stakeholders strategies addresses how managers and stakeholders relate to their organization (Mobile schools) in knowledge of its goals, the implementation of effective means to get the goals accomplished and how to motivate employees to perform to the highest standard. The study was guided by the following objective, to identify the form of professional training the mobile programme stakeholders undertake in preparation for their job in Marsabit County. The study adopted a mixed method research design. The sample population of the study was head teachers, teachers, Sub-county education officers, school Management Committees, Politicians and mobile learners. The tools for data collection were questionnaire for managers, sub county education officers, school management committees, sponsors and facilitators while interview guides will be used for learners and document analysis. According to the findings the stakeholders engaged shows the following as the main duties; General supervision of programmes activities, dealing with financial operation, coordination of instructional programmes, Planning and conducting various programmes meetings and lasting coordinating seminars for staff

Keywords: Forms, Professional, Mobile Education, Stakeholders Preparation

I. INTRODUCTION

Mobile educational programmes has become a government and educational stakeholder's strategies initiative to provide and manage the mobile basic educational programmes to nomadic pastoralists in most of part of the world, therefore it is not unique to Kenya. We have such stakeholder's strategies in Professional capacity enhancement, School leadership strengthening programmes, the role of curriculum implementation strategies, challenges encountered by stakeholder and Sustainable strategies in mobile educational programmes in West India, Africa: Nigeria and Sudan serves an example where through stakeholders such initiative has taken place successfully (Ekundayo, 2001).

Mobile educational programmes is an initiative to realize access and equity among pastoralist communities (Elimu, News, Issue No. 5 May 2010) states that since the introduction of FPE in 2003, many resources and efforts have been spent in providing for education, however there are areas that have not fully benefited from the programme especially in ASALS where some pastoralists communities have not fully

embraced due to their nomadic lifestyle. The concept of Non-formal education (mobile schools) gained popularity with the publication of the world education crisis, a system analysis (Kinyagi. 1981). Advocates of alternative approaches to formal education have animated to debate on the role of mobile schools (non-formal) education in addressing the needs of the marginalized, the left outs, the push-outs and those who have never been to school (Ekundayo, 2001). Therefore, this section discusses, the initiatives of professional capacity enhancement strategies, school leadership strengthening programmes, the role of curriculum implementation ,challenges encountered by stakeholders and sustainable strategies to mobile school educational programmes in management both outside and inside Kenya.

This sub-section presents the review of studies on stakeholder's effectiveness in management and mobile education conducted within Africa but outside Kenya. Africa is said to have the highest rate of illiteracy in world (ESARCF. Education for All. Nairobi, 1989). Despite the concerted efforts to promote education, Review of research carries on trends of stakeholder's effectiveness in non-formal (mobile) education by Coles (1987) in Ghana indicated that NFE programme which included a combination of distance education through radio and face to face instructional methods, non-print media, namely radio, audio and video cassettes, puppets and theatre were important in making, the disadvantage group participate more on education and acquire basic literacy. During the evaluation, it was evident that after the completion of the course, were able to read and write, had general knowledge and information about dowry, marriage, divorce law and women's right hence NFE improved their lifestyle.

1.1 Statement of the Problem

Mobile Educational Programmes is among the government Investment Programs that seeks to increase access to quality basic education for children and youth who due to special circumstances are unable to attend formal schools. To achieve this the government developed and enacted a policy on alternatives provision of basic education and training (mobile education) of 2009 to stakeholders on management policies. The policy guides the sub-sector in its development and ensures that quality education and training is provided through registration of mobile schools and mobile educational centres

across the country. Despite all the efforts to ensure provision of basic education to all stakeholders, provision of quality education is still a problem in marginalized or ASAL region. This is especially critical when research in other similar parts of the world indicate that stakeholder's strategies in provision of mobile educational system have been implemented with some measure of success for example among Fulani in Nigeria (Ngombe,2005). The varied needs of learners worldwide remain unmet in spite of global efforts with stakeholder's strategies in provision of quality mobile education, management and increase enrolments for several decades now. The mobile educational programmes fell short of the required level to be considered literate in today's world standards due to poor stakeholder's strategies and government (Clemon and Yogt, 2004, Elimu New Issues No, 5 May, 2015)

1.2 Specific Objectives of the Study

To identify the form of professional training the mobile programme stakeholders undertake in preparation for their job in Marsabit County.

1.3 Research Questions

What form of professional training the mobile stakeholders undertake in preparation for their job in Marsabit County?

1.4 Justification of the Study

The study address issues in line with the Kenyan vision 2030, on quality mobile educational programmes through stakeholder's strategies in provision of resources, training and research. The study area is occupied by pastoralist's communities and also it has mobile schools which give mobile educational programmes. The study ensured that children from marginalized county enjoy learning through stakeholder's strategies in provision of mobile educational programmes, though there are similar studies existing, the above study was different since it address stakeholder's strategies in provision of mobile educational programmes in pastoralists communities in Marsabit County.

II. RESEARCH METHODOLOGY AND METHODS

Ogola M. (2009) describes research design as a plan, structure and strategy or investigation concerned so as to obtain answers to research questions and control variance. This study will adopt mixed research design both qualitative and quantitative in order to present a more complementary and comprehensive views about the stakeholder's strategies in provision of mobile educational programmes in pastoralists' communities of Marsabit County. Mixed method research design is an approach that will combines or associate both qualitative and quantitative strand. This will be achieved by researcher being in a position of passive participant for the event performed. It involves philosophical assumptions, the use of qualitative and quantitative approaches. The research results will be compared with the qualitative data collected to give the general interpretation and meaning to the data

collected. The data was collected through detail questionnaires, interview schedules and document analysis

2.1 Ethical Considerations

Ethics in research display standards of discipline of the conducts of the researcher and respondents for the research work. The researcher has an obligation to respect the rights, needs, values and desires of the informants (lindsjo, 2012). To facilitate access to data from the public (research work respondents), the researcher applied and secure research authorization permit through the office of permit through UOE Postgraduate department , NACOSTI , County Education Officer and the office of Marsabit County Commissioner. To protect the rights of research participants the researcher will consider some principles as follows: The principle of voluntary participation which will require that people (participants) not be coerced into participating in research. Closely related to the notion of voluntary participation will be the requirement of informed consent. Essentially, this will mean that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate (Creswell, 2012, Saiti ,2012).

Ethical standards require that researchers do not put participants in a situation where they might be at risk of harm as a result of their participation. Harm can be defined as both physical and psychological. There are two standards that will be applied in order to help protect the privacy of research participants. The researcher will guarantee the participants confidentiality and assured that identified information will not be made available to anyone who is not directly involved in the study. The stricter standard with the principle of anonymity which will essentially mean that the participant remained anonymous throughout the study, even to the researchers themselves. Increasingly, researchers will have to deal with the ethical issue of a person's right to service. The respondent will have the freedom to withdraw from the study at any time. Honest and trust by adhering strictly on all the ethical guidelines served as standard for honesty and trustworthiness of the data collected (Creswell, 2012)

III. FINDINGS AND DISCUSSION

3.1 Training Courses for mobile education stakeholders

This section presents research question one. The researcher in this section, sought to find out training course for mobile educational programmes stakeholders before and after their appointment. It also sought to find out what mobile stakeholders know about organizational theory. This is important information as it aids to establish whether stakeholders had the right training and knowledge required relevant in their leadership position.

3.2 Stakeholders Responses on Course Training Undertaken Prior to Appointment

The study sought to find out what stakeholders know about

provision of quality mobile education before their appointment. This is to find out whether they are appointed on merit or otherwise. Data was collected on the same, analyzed and presented in Table 1.

Table 1: Distribution of stakeholders Training undertaken prior to Appointment (n=83)

Courses/Training	Frequency	Percentage
PTE Course	54	65.1
Literacy and numeracy	54	65.1
Diploma in early childhood monitoring and Evaluation	10	12.1
Child friendly school	16	19.3
Leadership and community Mobilization	12	14.5
Group dynamics and social development	18	21.7
Low cost material production	10	12.1
Training of capacity building	8	9.6
Incorporating geographical/environmental factors in teaching children	12	4.6
Primary school management	11	13.3
Tusome Students leadership courses	11	14.6
	8	12
	9	9.6

Table 1 indicates that all the stakeholders have not undertook mobile education courses, where they learned pedagogy of learning, mobile literacy, monitoring and evaluation, exposed them on how to supervise and coordinate mobile educational programmes activities; leadership and community mobilization training aid them to corporate with the community leaders through guiding them to identify their problems and solutions. All the stakeholder's responses that have underwent group dynamics and social development course which is to equip them to identify both the teachers and learner's personality type and how to manage these diverse characters in the most effective and efficient manner.

Meanwhile, one of the headteacher undertook training on incorporating geographical and environmental factors in teaching mobile learners. This is to equip the head teachers to be able to coup with harsh environmental conditions of such arid areas including being able to accommodate the people's way of live. The finding thus suggests that majority of the head teachers in the county were likely to be well informed about educational programme and that makes it easy to introduce and implement appropriate changes in managing and provision of the programme. The finding also stated that some of the stakeholders had literacy and numeracy, capacity building, Tusome programmes, primary school management, student leader's courses and diploma in early childhood.

3.2: Stakeholders Response on Course Training Undertake After Appointment

The study sought to find out whether stakeholders were provided with induction course and all the necessary training needed after appointment to enable them be effective in carrying out their managerial duty. Data were collected on this was analyzed and presented in Table 2.

Table 2: Distribution of Responses of Training of stakeholders after Appointment (n=83)

Courses/Training	Frequency	percentage
Leadership training	28	33.7
Report and record keeping	22	26.5
Curriculum delivery in early grade	26	31.3
Public human relations	4	4.8
Communication skill	18	21.7
SMC training on management	12	14.5
Literacy and numeracy in low grade	10	12.0
resource management and utilization	12	14.5
Mobilization and marketing	6	7.2
Bachelor degrees in educational and counseling	3	3.6
Representation and oversight of managers	4	4.8
Roles of elected leadership	4	4.8

From Table 2 above, findings revealed that some the stakeholders after their appointment undertook training on report and record keeping; enabling them know what and how to write the programme reports such as annual and financial report. Communication skill and mobile education management is tools that will enhance their networking within and outside their organization. Most of the head teachers undertake primary school management, leadership and management and right of child in school training. The School Management committees had their training on roles and responsibilities. The knowledge gained from that enables them to effectively disseminate information accordingly recognizing the inevitable role of communication in any organization as asserted by Mbiti (2008) that communication is the life wire of any organization.

Further, the finding shows four of the respondents undertook training on public human relations and also on mobilization and marketing. This is a way of enhancing relational skills since they will be dealing with learners from different age, gender, family background, religion and personalities. Their knowledge of this course gives them the desired confidence needed to overcome the many challenges they encounter in the cause of performing their duty as mobile educational programme heads. This therefore, indicates that mobile education head teachers in this county are well qualified and capable of effecting positive change in managing mobile educational programmes in the area. The finding shows that our elected leaders/Politicians undertook training on roles of elected leadership, Representation and oversight of projects in their constituency or wards.

3.3: Stakeholders Response on Knowledge and Understanding of organizational theory.

The study further sought to find out how knowledgeable these stakeholders were on organizational theory because that is the

theoretical framework of this study and it is one of the most widely accepted theories in educational institutions. Data collected on same was analyzed and presented in the Table 3.

Table 3: Distribution of stakeholders Knowledge of organizational Theory (n=83)

Stakeholders knowledge of organizational Theory	frequency	Percentages
Already possess a wealth of knowledge a experience but need guidance	25	30.1
Social unit of people structured to achieve a collective goals	16	19.3
Learners should not be restricted to structured timetable	28	19.3
learners learn best when the topic is interested and in a friendly environment	16	19.3
Consultative accommodative and accessibility of education	24	28.9
When curriculum is relevant to their context and can be put into immediate use	30	36.1
Team work and cooperation translates to greater outputs	8	9.6

Table 3 shows that all the twenty-five head teachers indicated that the head teacher were aware that organization theory as already possess a rich wealth of knowledge on life experience but need guidance; awareness of this aids head teachers to perceive teachers and learners as people who have some rich life experience to share and so they demand respect.

This is against the experiences of most of the stakeholders in the area of study who during interview shared that the curriculum is irrelevant to the learners' context and cannot be put into immediate use; this awareness expects that head teachers must as matter of fact involve other stakeholders including learners in curriculum development and other programme activities. The head teachers as education programme implementers are encouraged to delegate and share responsibilities to enable the learners own the programme process. Majority 80% of learners are of the opinion that learners should not be restricted to structured timetable. This reveals the need to coordinate, plan the programme of activities according to the needs, interest and ability of the learners bearing in mind also their cultural activities and context. It implies that since all learners have very little sources of prior knowledge which teachers ought to identify and nourish, learners should play a role in defining their own curriculum.

IV. CONCLUSIONS

A good number of stakeholders were aware of the organizational theories, philosophical and the benefits of applying them in their day-to-day running of the programmes. Also according to the finding the Stakeholders had the following knowledge of organizational theory as social unit of people structured to achieve a collective goal where the learners should not be restricted to structured timetable where

learners learn best in friendly environment. It is also consultative, accommodative and accessibility where team work and cooperation translates to greater outputs. From the findings the following were common involvement of the stakeholders; General supervision of programmes activities, dealing with financial operation, coordination of instructional programme, planning and conducting various programme Meetings and coordinating and directing seminars for staff. The head teachers involve stakeholders in the running of the programme.

V. WAY FORWARD

The major roles of the stakeholders as the study reveals are curriculum and instruction management, staff management, learners' management, school community relations and financial management. Majority of the study participants indicated that their centres have not attained the required quality because there is no induction course for newly employed teachers and school management committees, inadequate teaching-learning material resources, lack of classroom of their own, poor payment of teachers, inadequate funding and lack of regular monitoring and supervision of teachers and learner's activities. The few that purported that their centres are doing well posit so because they feel they are better funded, availability of teaching-learning materials, regular supervision and monitoring of programme activities and others.

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