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Exploring the School Educational Practices that Develops Multiple Intelligences among Students in Keiyo South Sub County Kenya

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Abstract:

School is one place where students have the opportunity to nurture their abilities through the various academic practices. So as to achieve these potentials academically suitable practices build on innovative, inclusive and flexible approaches are critical for enhancing help students. Therefore, the study explored the school educational practices that develop Multiple Intelligences, to investigate teacher's competence for the development of students' Multiple Intelligences. The study utilized the Multiple Intelligence Theory advanced by Howard Gardner (1999) and the Management Competency Framework advanced by Quinn, Faerman, Thompson and McGrath. The research design adopted a mixed method design. The study target population was drawn from 32 secondary schools in the sub county. The stratified and proportionate sampling was used to select 14 schools of which 3 were provincial schools while 11 were district. The respondents included 14 head teachers, 42 teachers and 280 pupils who were selected using simple random sampling. Questionnaires were administered to teachers and pupils while interview schedules were used to get information from head teachers. Document analysis was used to get information from school routine, school timetables, club and society files. The findings revealed that the school educational programmes were biased towards core subjects and that non-class activities such as drama music and sports were allocated minimal time. The study recommends that, subjects such as Physical Education, Music and Art and Design should be introduced in the school educational programme so as to enhance student's abilities.

Keywords: School educational programs, multiple intelligences

1. Introduction

In order to foster the quality of education there is need for an integral approach towards achieving the basic principles of education. The then Minister for Education Professor George Saitoti while addressing the issue was quoted in EFA News (2004), having said that "for quality education to be achieved there is need to shift from mere passing exams and encompass the discovery of talents, development of analytical, cognitive and creative potentials.

Though, the quality manifested in the development of these potential is critical, a lot of attention has been put on cognitive development at the expense of psychomotor skills and normative aspects (EFA News, 2004:3). The Ominde commission of 1964 noted that, during independence education in Kenya was cognitively biased. His commission even recommended the relaxation of the curriculum so as to shift from too much emphasis on cognitive aspect and give the pupils each according to his abilities a well-rounded education of mind, hand and character.

From the foregoing, it's evident that academic success is the only road to prosperity. However, we cannot all score top marks in examinations. Each student is talented in different ways and thus the need to exploit their potential. Opanga, et. al. (2007:4) concurs that, people are different not just form obvious difference in physical appearances but also in talents. Therefore, there is need to place equal attention to students who have skills in other areas such as artists, architects, musicians, designers, dancers and others. Okoth (2006) asserts that, the bigger chunk of learning has nothing to do with reading and writing but rather on other extra-curricular activities such as drama, debates, sports and exchange programmes.

The improvement in education quality through recognizing the relevance of talents and academic work, involves developing school educational practices that require close attention to the goals of education. According to Mbiti (1974) the administrative machinery of education in any country is established and designed to facilitate the realization of education goals. Knezevich (1975) points that, in school administration, there are six task areas which include: curriculum and instruction, school relations staff personnel and pupils' personnel tasks, physical facilities or school plant and lastly finance and business administration. This multifaceted function of the school administration is meant to facilitate the realization of education goals (Wekesa, 1993). For successful school administration therefore; all these six areas of school administration should receive sufficient attention.

To fully understand the background of the problem, the Kenya's secondary school was also looked at because the Kenya's secondary school is relevant for the development of Multiple Intelligences. It is in this regard that, the education offered in school in the 21st century should equip student with a multidimensional repertoire of skills. According to Delors

(1996) this active role encompasses the domains of political, economic, cultural, social and religious life. Though the general perception of the Kenya secondary school being articulated is crucial, World Bank has acknowledged that over the past decades developing countries strategy has given less attention to secondary education (World Bank, 2005).

It argues that, there is a gap between what is currently being taught in secondary schools and the knowledge and skills required. Thus countries, firms and individuals need to be competitive. It's clearly evident that many schools are seeing education as a tool that enables an individual access and earn more in the job market. EFA News (2004) noted that, schools and training institutions are preoccupied with preparing their students to pass exams and get certificate which are seen as the gateway to either University or employment. Nation (July 4, 2008), noted that to parents, good results in national examinations are seen as the key to well-paying white-collar jobs and success in life.

This implies that schools are pursuing cognitive education at the expense of holistic education. Asumpta Matei of Kenya High asserts that, most schools in Kenya revere in excelling in national examinations (Anyira, 2006). Ngeno (2005) further points that, rarely do teachers perform the roles of guiding students towards excellence. This is evidence that, Kenya Secondary Schools are not producing knowledgeable and skilled students capable of exploiting their talents and the opportunities that come their way.

In a nutshell, secondary schools under the custodian of the school administration are being seen as the bottlenecks for the development of M.I. Orora (1997) agrees that, it is in our schools that education takes place and it is there that the success or failure of the national educational objectives will be determined. Therefore, development of M.I. should not be put at the back seat as seen from the outset because Livingstone and Ord (1980) argues that, though schools have been the yardsticks to active employment, statistics continue to show worrying trends of educated unemployed youths.

1.1. Statement of the Problem

Multiple Intelligences refer to the varied abilities that students have which enable them to perform several activities in various environments well (Gardner, 1983). Because people have varied abilities, educational institutions as stated in the national goals of education should strive to promote individual development and self-fulfillment by exploiting and developing individual potentials and talents for suitable quality life (Ominde, 1965; Kamunge, 1988; Koech, 1999).

In the researcher's experience as a secondary teacher for over five years in Keiyo District, and in view of the way schools have been discharging their roles, a discrepancy exists in relations to the development of student's abilities. These abilities are manifested in student's participation in class activities such as Music, Art and Design, Computer and Home Science subjects. Besides the class activities participation can be manifested in out of class activities such as sports, scouting, creative works (drama and music), drawing and painting, community work, environmental awareness among others. The situation that prevails is that, academic performance involving the core subjects has been given priority over the educational activities mentioned. Data from the Keiyo district education office (2003-2007) indicate that, many schools may not be participating in out of class activities/events and in class activities mentioned. In sports and games for instance, some schools have been competing against themselves. For the few who participate in these events' progression has been short lived (KDSSSA, 2008). This is against the backdrop that the district used to excel in these events and it has produced world class athletes (Kitula, 2008:27).

Table 1.1 shows school's participation in class activities (K.C.S.E) and out of class activities (at district) that enhances M.I. It's evident that, there is non-participation in Art and Design, Music and swimming. There is also minimal participation in the other co-curricular activities such as drama, rugby, and hockey among others.

This trend is problematic because self-discovery amongst students can't be achieved. Besides, schools being a society composed of multitalented students (Wilson, 2008), who possess multitude of talents to be developed, will only lead to wastage of talents contrary to the objectives of education. Recent riots have also been attributed to students who have enormous mental and physical energy that seek expression but they are not being given enough time to develop their talents (Education Watch, 2006:21). It's against this statement of the problem that the researcher gained an enormous desire to investigate the role of the school administration in the development of Multiple Intelligence.

1.2. Purpose of the Study

The purpose of the study was to investigate the role of the school administration in the development of Multiple Intelligences among learners in schools. To achieve this, the study had the following specific objectives.

1.3. Objectives of the Study

The study had the following objectives:

- To identify the students' perceptions of them in class and out of class abilities.
- To explore the school educational practices that develops Multiple Intelligences.

1.4. Research Questions

The study had the following research questions:

- What are the students' perceptions of them in class and out of class abilities?
- Which school educational practices support development of Multiple Intelligences?
- What are the teachers' skills necessary for the development of students Multiple Intelligences?
- How does the school reward system facilitate the development of students Multiple Intelligences?
- Which school infrastructural systems facilitate the development of Multiple Intelligences?

1.5. Significance of the Study

It was hoped that, the results of this study would give an insight to the Kenyan Secondary school's administrations on ways of advancing students non-academic and academic abilities in their institutions. More so, learners in these schools who possess the abilities will acquire valuable information on how to improve their talents and be better citizens in future. Teachers will gain in terms of identifying and developing student's abilities.

The study was of great significance to MOE, KIE, and TSC as it aimed at providing invaluable information in terms of coming up with appropriate strategy on the policy of M.I. This study therefore gives the groundwork from where Kenyan educators can start in establishing facilities, identifying academic and non-academic programmes successfully in schools in fostering creativity, leadership and visual performing arts. It was hoped that, the findings of the study would provide valuable information to fellow researcher who may be interested in the same field.

1.6. Scope and Limitation for the Study

This section looked at the scope and limitation of the study. The first part described the scope while the second looked at the limitations:

1.6.1. Scope

The study was confined to public secondary schools in Keiyo district of the Rift Valley province. Particularly the study focused on the role that the school administration plays in the development of Multiple Intelligence among students. Specifically, this role included that of ensuring teachers skills are geared towards development of M.I. provision of rewards, programming educational programmes in school to foster M. I. and allocation of physical resources that facilitate development of M.I.

1.6.2. Limitations of the Study

This research was carried out curbed by various limitations. One of the limitations was that, owing to the large number of instruments used the researcher had to extent for a day at the selected schools at the request of the head teacher so as to accomplish the task. During observation, the researcher had to request for further permission especially where schools used neighboring fields, besides location of halls and rooms was difficult. This was resolved through assistance of the teacher on duty. Some head teachers rarely had time for interviews because of their busy schedules. The researcher had to regularly visit them till the interviews were done. The fact that the study covered only one district with a few schools was a limitation also. The study could have covered secondary schools in the whole province. However, this was not possible due to limited time and financial resources. To solve this, the researcher sampled a large number of schools for the study.

1.7. Justification of the Study

It is generally accepted that, a good education contributes significantly to economic growth and better employment opportunities by expanding the income generating opportunities, all of which are consonance with the government plans. It can be argued that, in a country where half of those in educational system don't excel in national examinations, the overall national development is decelerated at the rate of fifty percent. The present study would be of importance because; development of Multiple Intelligence amongst learners is paramount in preparing them for leading a competent life. Multiple Intelligences lets youngsters master, express and understand the community and the talents through creating educational experiences based on natural talents and gifts. The different students' abilities manifested in varied sporting and performing arts can help in fighting poverty through self-employment, besides participation in different out of class activities improves their discipline. Therefore, reports showing that schools in Keiyo district haven't been involved actively in participation of these activities justifies carrying out of the present research owing to the merits highlighted.

1.8. Assumptions for the Study

The study made the following assumptions:

- The respondent is able to interpret the research instruments properly and give sincere answers.
- All secondary schools are institutions where individual students' abilities are developed through relevant school educational programmes and rewards.
- Teachers have undergone a similar training that advocates development of students varied abilities.

1.9. Theoretical Framework

The theoretical framework adopted for this study was derived from the theory of Multiple Intelligences developed by psychologist Howard Gardner in 1983 and 1999 that describes an array of different kinds of intelligences exhibited by human beings. Gardner's theory suggests that, each individual manifest varying levels of these different intelligences thus each person has a unique cognitive profile. The theory argues that, intelligence as its traditionally defined does not adequately encompass the wide variety of abilities humans display.

In his conception a child who masters the multiplication table easily is not necessarily more intelligent overall than a child who struggles to do so. The second child may be stronger in another kind of ability and may excel in a field outside Mathematics. Thus, rather than schools relying on uniform curriculum, the school should work to help students develop their intelligences. Gardner's theory suggests that, people possess seven different intelligences: linguistic

intelligence, musical intelligence, logical mathematical intelligence, bodily kinesthetic intelligence, interpersonal intelligences, intrapersonal intelligences and visual intelligences. He suggests that, people are intelligent in many different ways and that society must recognize, validate and nurture the varied human intelligence profile.

In relation to the topic of study, schools have almost exclusively emphasized the development of logical intelligence (mathematics) and linguistic intelligences (reading and writing). SMASSE has argued that while many students function well in this environment there are those who do not. Teachers haven't used different methodologies, exercises and activities to reach out to all students. Opportunities provided to the students by the school haven't favored the development of the different intelligences. Mansa (2007) notes that, the biggest challenge facing the development of M.I has been deployment of human and physical resources, to take advantage of the uniqueness.

Therefore, the Multiple Intelligence theory was purposefully selected in order to explain how the school administration variable contributes towards the development of the academic and non-academic ability. The theory applies to the study since the school administration needs to provide educational activities that correlates to each of the Gardner's intelligences. It needs to design an educational programme that will favour participation in these activities and put in place facilities to enhance the activities. The school administration also needs to provide a self-motivating education experience through rewards allocation to students and teachers who excel in M.I.

1.10. Operational Definition

- Role- Actions, mechanisms, conscious plans or behaviors that, the school commits itself in, so as to make or cause happening of an event.
- School administration- is an office in the secondary school headed by the head teacher that ensures certain functions (roles) are carried to achieve the educational goal of individual development and self-fulfillment of students.
- Development – Growth, continued participation in the activities that enhance Multiple Intelligences and also performance at high levels of competitions.
- Multiple Intelligences- Academic and non-academic abilities that help students to perform well in class and out of class activities. These abilities include: Non-academic abilities such as Kinesthetic abilities (Psychomotor abilities), visual abilities, musical abilities, interpersonal abilities, intrapersonal abilities, drama, environmental abilities and academic abilities in subjects such as Music, Computer, Home Science, and Art and Design.
- Infrastructural system – physical resources such as playing grounds, equipment such as uniforms, balls and materials necessary for doing activities which are academic and non-academic.

1.11. Summary

This chapter has shown the background information about the topic of study. The chapter has also stated the objectives and research questions and significance of the present research. Lastly, the chapter has discussed the scope and limitations, the theoretical framework and definitions of terms. This gives the thesis the introduction required which leads to the literature review discussed in the next chapter.

2. Literature Review

2.1. Introduction

This chapter deals with review of related literature for the study. The literature review is organized as follows: concept of Multiple Intelligences, general rationale for development of Multiple Intelligences and the roles played by the school administration in the development of Multiple Intelligence.

2.2. Concept of Multiple Intelligences

The major purpose of education and educational training institutions is to impart knowledge to the learners. Besides it aims at facilitating the total and all-round development of learner's intelligences by providing opportunities for the fullest development of an individual (K.I.E, 1999).

Karl Buhler cited in Barnes, et.al. (1999) defined intelligence as an act of immediate comprehension. Though Karl Buhler definition is precise it seems to be narrow in that, a mathematician will not on immediate comprehend until the sum is resolved. He will grope for his way through trial and error. Barnes, et.al. (1999) has defined intelligence as an operation and a coordination of operations. Gardner (1983) defines Multiple Intelligences as varied student's abilities that help them understand the environment around them. Lancy (1988) refers to intelligence as the cognitive ability of an individual to learn from experience, to reason well and to cope effectively with the demands of daily living.

While the concept can be defined in several ways its core definition includes the idea that people are born with different abilities to attain high level of achievement in various activities so that what is presented is the broad concept of Multiple Intelligence and varied views of what it exactly is.

2.3. General Rationale for Development of Multiple Intelligences

Wilson (2008) notes that, developing Multiple Intelligences amongst students taps into students' intrinsic levels of motivation through natural talents. Further it validates teacher's insightful and intuitive assessment of students. He further says that many teachers have noticed that pupil's self-esteem and self-efficacy level rise as learners become more aware of their intrinsic gifts and talents. With Multiple Intelligences cultural difference can be well understood. Level of

interpersonal understanding amongst students is developed, this makes it possible for teachers and students to comprehend and celebrate the talents inherent in others (Gardner, 1983). The importance of music for example in any given society is emphasized by Husen, et. al. (1994) that, music as an instrument of human expression must of necessity be accorded a role in society's educational systems.

While the above-mentioned views look at the general obligations of the M.I. the current study widened the scope to include the perception that development of Multiple Intelligence amongst learners is paramount in preparing learners for leading a competent life in this country and the broader world. As Kornaber (2004) cited in Mansa (2007) puts Multiple Intelligence lets youngsters master express and understand the community and the broader world in which they live in. It is in this regard that in his presentation at the National Conference on Education and training (2003) the Minister for Education Science and Technology Professor George Saitoti talked of the need for the education to shift from mere passing exams to encompass the discovery of talents, development of analytical cognitive and creative potentials.

An interesting caveat supporting this view comes from the finding of Barine (2007) which indicates the broader scope that the research encompasses. Barine notes that, development of Multiple Intelligences has led to emergence of people who have enriched the society that we live in. He notes that, Winston Churchill was very needy in mathematics but still became the Chancellor of the Exchequer, Abraham Lincoln also defied the label poor to go on and become the 16th President of America

Muzungu (2006) further noted that, intelligences seen in sports have made youths to rise from a background of poverty. This implies that, the real challenge is for the school administration to ensure that predetermined aims of education are achieved so as to prepare students for active participation in the world. This can be achieved through enhancing their abilities skills, knowledge and a better understanding of the world.

2.4. School Administration Roles and Development of Multiple Intelligences

Educational and training institutions aim at facilitating the total and all-round development of the capabilities and potential of the learners. Their key business is the development of and nurturing of intelligences. The Ominde Commission recommended relaxation of the curriculum so as to shift from too much emphasis on cognitive aspects and give pupils each according to his ability, a well-rounded education of the mind, hand and character (Ominde, 1964). This meant that, students were to be given more time to develop their non-academic skills and abilities. Kamunge (1988) and Koech (1999) have emphasized the need of education equipping the youth with knowledge, skills and attitude necessary for the development and exploitation of individual potentials and talents for suitable quality life.

The Education Act of 1968 in its definition of the curriculum encompasses all the subjects taught and the activities provided at any school to enable learners to acquire and develop the desired knowledge, skills and attitudes. Republic of Kenya (2000) stipulates that, the objective of secondary education among other includes, to ensure that there is a balanced development in cognitive (Knowledge), psychomotor (manipulative) and affective (attitude) skills i.e. to be able to do, think and relate. This objective on the contrary hasn't been realized amongst students. Many at times as highlighted in literature students have been left gobbling with cognitive aspects of education with other aspects sidelined.

Mburu (2008) notes that, school have a key role in career education and development. She argues that, though the pressure on passing exams is immense it's important that learners, parents and teachers understand that to succeed, more than academic excellence is necessary; balanced education should produce well rounded individuals whose spiritual, emotional, mental and physical facilities are well developed.

As stated above, the magnanimous role of the school of providing students with relevant education and training that suits the needs of every learner cannot be overemphasized. There must be a desired atmosphere that should satisfactorily expose individual potential in students. However, problems have occurred in the quest of achieving this critical role. The National Conference on Education report of 2008 highlighted that, problems exist in achieving these objectives. The report states that, these problems arise from weak mechanisms in the school levels and district level that manage education services.

The school therefore, has a magnanimous function of providing students with relevant education and training that suits the needs of every learner. The National Conference on education report of 2008 highlighted that problems exists in achieving these objectives. These problems arise from weak mechanisms in the school levels and district level that manage education services that have made the same services to be inadequate. In light of this Okumbe (1998) posits that, educational manager should strive to release maximum potential from both the staff and the students.

This finding is further supported by MOEST (2001) which observed that, problems have occurred due to poor curriculum implementation and lack of administrative and managerial skills. Koech (1999) in his report explained that, though schools have the key role of development of various intelligence among the students, the wide school curriculum has stifled this role. According to him, teachers and learners are under pressure to complete this curriculum in time lest they be adversely affected during the final examination. This has left teachers with little time to develop children's talents and mental ability. However, Mburu (2008) says that, the worry is that not all students who top their class or even national examination succeed in life.

It's therefore pertinent that, school through the school administration shoulders the responsibility of nurturing positively influencing and shaping the young people for their future lives. This is supported by Okumbe (1998) who notes that, educational institutions should strive to release maximum potential from both staff and students. According to Barroso (2005) the head should be centrally placed in determining the local regulation of public educational policies and their contextualization. He further says that, one of the conceptions of the head is that of managerial where as a leader he has the aim of guaranteeing the efficacy of the results to be obtained. Mburu (2006) says that, other than monitoring,

supervising and evaluating students, principals have the responsibility of organizing and managing the approved school curriculum which is based on the national goals of education. Oluoch (1982) adds that, as school managers, head teachers should be stewards of the talents in the school organization they manage and develop skills of top performers through provision of resources and interpretation of policies for proper planning to effect goals of education.

However, problems have occurred due to poor curriculum implementation and lack of administrative and managerial skills (MOEST, 2001). In shouldering these responsibilities, the researcher reviewed various aspects concerning school administration that should be brought to the fore to articulate their importance towards development of Multiple Intelligence.

2.4.1. School Educational Programmes

Whereas, there is a direct relationship between effective School Educational Programmes and advancement of gifts and talents (Nguru, et. al: 2007), programmes in schools have not appreciated the development of non-academic skills and academic skills in optional subjects such as Music, Home Science, Computer and Art and Design. Standard (2008) concurs to this by quoting that, "the Kenya Educational system has not come up with a programme of tapping extraordinary talents in pupils whilst many countries have tapped this reserve and treated it as a national treasure." Santrock (2004) exclaims that, when it comes to programmes for the gifted, most school systems select children who have intellectual superiority and academic aptitude. Children who are talented in the visual and performing arts (drama, arts and dance) or in athletics or who have other special aptitudes tend to be overlooked.

Allocations of curricular activities have shown inclination towards mathematics, sciences and linguistics. For example, out of the 45 lessons offered in form four secondary schools in Kenya, these subjects accounts for 80%. P.E lessons which may assist students to develop their various intelligences accounts for 4.4% (K.I.E, 1990). As noted in the 16th national education quality conference in United States (2008), students require skills beyond basic math, reading and science. In other words, secondary education programmes are inclined towards development of abilities not directly related to M.I. the school administration needs to appreciate the relevance of M.I. activities by incorporating them in the timetable given the fact that they don't form the integral part of the mainstream curricula as shown from above. Okumbe (1998) notes that, educational managers ought to organize and coordinate the activities of the school with the prime function of achieving the objectives of the schools which as mentioned earlier includes development of all-round students.

Farrant (1980) further notes that, effectiveness of the school administration involves the ability to plan the school programme of activities supervise its practice and analyze its results. Its skills are put to the test in its preparation of the timetable. It should bring the best permutations to achieve educational aims. According to Daudi (2003), ideally supervision is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and pupils. It involves guiding and influencing teachers and pupils to strive towards desirable teaching and learning behaviour in order to achieve educational goals and objectives. In other words, the school administrations act as a steer wheel giving directions by involving others. For example, the school administration which does not bother checking what goes on in the classes, staffroom and playground, may make teachers and students to be reluctant to undertake tasks as required.

Although there is need for a reasonable and logically accepted balance to be struck involving the youth in academic and organized physical activities that includes physical education and sport which are beneficial to the development of youths mental and physical capacities, problems have been experienced in our school. Oluoch (1982) argues that, learning activity which involves formal dimension has received much attention. On the other hand, non-formal and informal dimensions of learning have often been neglected in many educational institutions. Wanderi (2007) agrees saying that, lack and inadequate attention to Physical Education and sports at the expense of academic pursuit has been observed and widely reported among many Kenyan schools. The time set for Physical Education is used for teaching other examinable subjects in many schools. Daily Nation (July, 2008:14) quotes that, unorthodox learning strategies have been adopted in many Institutional Educational Programmes. It says that, in a bid to create more learning time, lunch breaks have been reduced to a few minutes and games time done away with altogether to create time for extra-tuition. According to Professor Nathan Ogechi of Moi University, Schools have curtailed chances of students playing or actualizing other God given talents.

Though the views of the writers being given are inept of the solutions that are to be offered, Lumpkin (1998) gives us the yardstick of impressing physical education within the school educational programme. Lumpkin observes that, the new physical education focuses on developing the new individual through participation in play, sports, games and natural outdoor activities. It should be noted that, the curriculum and philosophy of this new physical education is heavily influenced by the educational objectives of developing a well-rounded individual.

From the foregoing, it's important that time structures and their related activity are adhered to. Ndege (1997) notes that, time structures must be planned, defined and well managed. According to him, time is irreversible; therefore, it should be utilized in the best way. Ndege further says that, planned instructional time eliminates haphazard learning which may disrupt order of learning. It is upon this assumption that, physical education lessons should be planned effectively towards non-academic achievement. It's also expected that there be a designed schedule with respect to co-curricular activities.

Inclination towards programming activities to more learning in schools rather than a holistic approach arises from the fact that there is over emphasis of Certificates and lack of talent development which has led to rote learning. The Koech Commission of 1999 noted that, co-curricular activities such as sports, drama, clubs and subjects such as music which enhances social interaction appear not to be given the required prominence in the curriculum due to present emphasis on examinations. A study done by Misigo (1998) also agrees with this, noting that Kenyan Education is oriented

towards academic achievement that rewards individuals merely for being competent. Besides, bias towards academic achievement Oluoch (1982) further argues that, centralization of educational activities has led to a state where objectives are set at national levels. This has led to schools simply adopting a readymade programme handed down by national authorities, which have not fully accounted for the achievement of the objectives.

However, limiting administration practices to academics only should not be the core business of the school. The formal and informal nature of the broader world requires that students are taught vast knowledge that transcends the knowledge acquired in books alone. Ndege (1997) notes that, schools in Kenya should be in the business of educating all students to reach their potential. According to Ndege (1997), all students of all ability can learn and it's the job of the school to help them achieve. Moreover, all educators who strive for excellence for their students should be in the business of preparing their students to lead them down the right path of lifelong learning. On the other hand, Moon, et. al. (1997) affirms that, society loses when any learner is not able to maximize his or her potential.

Therefore, it's paramount that a comprehensive programme service delivery option to make a school effective for talented students needs to have a strong emphasis on excellence with high standards in both academic and non-academic areas and high expectations. Bogonko (1992:123) comments that, special arrangements have to be organized for learners to find their school experience intellectually rewarding. This arrangement needs to be as varied as the particular situation demands, and might include the range of opportunities provided within many schools like debating club, special interest club, drama groups, writing workshop, music groups, science congress groups as well as other extra-curriculum activities, (Bogonko1992:123).

It should be noted that, though educational programmes are essential in terms of determining the efficiency of an educational system in educational institutions, through administration of exams, the exams have purely shown the core-curriculum (academic excellence negating other aspects of student's abilities such as Music. According to Siringi (2009) the current educational system places emphasis on grades especially at K.C.S.E. the reality is that half of the students sitting the K.C.S.E score mean grades of D+ and below meaning they have no hope of advancing in their education. To him education should allow learners to develop their talents and skills.

2.5. Summary

This chapter has dealt with rationale of developing Multiple Intelligences in schools and the role of the school administration in developing Multiple Intelligences. On rationale it is clear that Multiple Intelligences has a place in the school and that the school has an obligation to develop Multiple Intelligences among students so as to nurture their academic and non-academic abilities, it's been revealed that school administration function such as planning for educational programmes and it's supervision, ensuring teacher competency, organization for rewards and acquisition and utilization of resources were not aimed at putting academic and Multiple Intelligences on the same pedestal. Although literature gave some points on the development of multiple intelligences, few of the studies reviewed had attempted to explore the role of the school administration in the development of M.I. Therefore, it was for this reason that this current study was undertaken to examine the role of the school administration in MI development. After this, the next chapter discusses the research design and Methodology.

3. Research Design and Methodology

3.1. Introduction

This chapter describes the research design, study area, population, sample and sampling techniques, research instruments, instruments validation, ethical consideration data collection procedures, data analysis and summary.

3.2. The Area of Study

This study was undertaken in Keiyo District. The district is in the Rift valley Province, Kenya. The district was formed in 1994 when Elgeyo Marakwet District was split into two; the other half is Marakwet District. The district has a population of 143,865. Its major town is Iten. Administratively, the district is split into five divisions namely, Kamariny, Tambach, Metkei, Chepkorio and Soy (Keiyo District, 2008). The district encompasses a variety of Geographical features. The Rift valley is the striking feature that stands out. Climatic conditions are varied as per altitude, whereby in the valley the climate is quite hot, but the temperature lowers as one moves upwards. The predominant tribe in the district is the Keiyo who are the sub tribe of the Kalenjins. Keiyo District was selected for this study because over a long period of time schools had shown that they have students with abilities in class and out of class activities.

Educationally, the area has 32 secondary schools, 178 primary schools, and one teacher training college. Secondary schools have attracted a total enrolment of 11,362, where 5,913 are girls and 5,449 are boys.

3.3. Research Design and Methodology

This study was a survey design which aimed at establishing the involvement of the school administration in facilitating development of Multiple Intelligences. Kothari (1995) points out that, surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. Surveys are only concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident or trends that are developing. In this study teacher's competence, school educational programmes, the school reward system and the infrastructural facilities were the independent variables that were surveyed while development of the Multiple Intelligences was the dependent variable. The study employed both the quantitative and qualitative approaches.

3.4. Study Population

The study focused on all the 32 secondary schools in Keiyo District. There are 7 provincial schools and 25 district schools. The student population in from one to four totaling 11,362, 32 head teachers and 523 teachers formed the study population. The researcher felt that all students be given a chance because some of them might be endowed with abilities but because of certain reasons which the researcher was interested, they don't develop their abilities. Besides, Multiple Intelligences amongst students cuts across the whole divide. All teachers were opted for because developing students' abilities requires all teachers working together to identify and develop abilities. Selection of the target population was based on both feasibility and generalizability, which are important aspects of determining the target population (Gay, 1990).

3.5. Study Sample and Sampling Technique

All schools in the district were not covered. The sample size was arrived at by considering Kothari (1995) assertion that, the sample size should neither be too large or too small. It should be optimum sample. He further notes that, an optimum sample is one that fulfills the requirement of efficiency, representativeness, reliability and flexibility. Thus, a sample of 14 (44%) schools of the total number of schools was considered based on Kothari (1995) recommendation that the sample should be 30% of the whole population or more using stratified sampling. Secondary schools were grouped either as provincial or district then proportionate sampling was used to select 3 provincial schools and 11 district schools. Stratified random sampling was opted for because it has an advantage of built in assurance that the sample will accurately reflect the numerical composition of the various sub groups (Cozby, 2003). Like in this study where sub groups included provincial and district schools. Simple random sampling enabled selection of 20 students and 3 teachers per school. All this led to the selection of 280 students and 42 teachers in 14 schools. In addition, 14 head teachers were purposively sampled.

3.6. Research Instruments

This study used the following instruments to collect data: Interview schedules, Questionnaires, Observation checklist and Document analysis. The study found it necessary to use the instruments in order to achieve the stated objectives besides the combination of all the instruments was meant to capture both quantitative and qualitative data.

3.6.1. Head Teachers Interview Schedules

In the Head teachers interview schedule (Appendix 1), a few closed or poll questions were used. Most of the questions were open ended which are meant to elicit unexpected answers not originally anticipated (Kerlinger, 1983). This data collection instrument was used mainly to try to investigate the role that is played by the school administration in adopting educational programmes towards facilitating development of Multiple Intelligences.

In measuring the perceptions of the impact of remedial classes on development of Multiple Intelligence, preparation for physical education and participation of students and teachers in interest clubs and societies Likert scales were used ranging from 1-5. The interview schedule was preferable since the investigator has an opportunity to establish rapport with the respondent, explaining meaning of items that may be unclear and is a means of quickly gathering comparable information from small sample of population (Gall, 1996). Besides, school educational programmes, open ended questions in instrument sought to examine the reward system of the school.

3.6.2. Teachers Questionnaire

The teacher's questionnaire (Appendix 11) mainly attempted to determine the competence of the teachers in working for the development of Multiple Intelligences. Responses relating to their training and experience level of participation and understanding of policy were sought in this instrument. In addition, responses were sought to establish whether the school rewarding gears towards development of Multiple Intelligences.

3.6.3. Students Questionnaire

This instrument mainly attempted to determine the varied abilities that students have in non-academic activities and to show the levels of participation in the school. Rating on Likert scale questions was used to indicate these abilities. The importance of participating in Multiple Intelligences was also factored in this instrument.

3.6.4. Observation Checklist

The non-participatory observation was used. This was used to observe and verify the status of the resources in the schools. Mutai (2000) notes that, observation does not only rely on what people say they do or what they say they think. It is more direct than that. Instead it draws on the direct evidence of the eye to witness events at hand. This technique was used to determine the existence and maintenance level of resources which included fields and courts, performing halls, textbooks, gardens among others. The researcher used this method to eliminate subjective bias and get the right picture.

3.6.5. Document Analysis

Documents are original or official printed or written material furnishing specific information or used as a proof of a certain issue (Kothari, 1995). Mutai (2000: 144-5) says review of documents show that the researcher is aware of available functions of research, identifies what the researcher takes to be key issues, the crucial questions and the obvious gaps. The documents that were analyzed in this study were school timetable, daily routines and club and societies files.

These were examined to give a picture on the type of educational programme both academic and non-academic offered in the schools. School timetables and daily school routines were examined to give a picture on the school educational programmes both academic and non-academic. The various clubs and societies file records were examined to check on the existence and activeness of these clubs and societies.

3.6.6. Verification Table

These are tables that are used to store lists of valid entries in certain events (Kothari, 1995). It therefore attempted to establish level of participation in co-curricular activities of the schools that were sampled. The schools were to choose from a list of levels from the zonal level to the national level.

3.7. Pilot study

The instruments were piloted and this was conducted in two secondary schools in Koibatek district, Rift valley province. A pilot study is justified for its important in shaping future research (Light et. al. 1990). Koibatek district was chosen because just like Keiyo district it has characteristic of all secondary schools in Kenya. These includes; using similar objectives of secondary education derived from the national goals of education, having secondary head teachers and teachers who are trained under similar circumstance and having students undergoing the same system of education. The aim of the pilot study was to determine how effective the data collection instruments will be during the actual field research, whether the items in the instruments would be clear and unambiguous to the respondents and the problems they were likely to encounter in response to the item.

The pilot showed that certain questions in the questionnaire could not elicit the required information in line with the research objective. Question 14 of the teacher questionnaire was modified to reflect the objective of the study. Question 14 initially was open ended asking for teacher's comments on the functioning of the clubs and societies. This was changed to a close ended question asking the teachers to rate the functioning of the club and societies on a five-point ratings scale.

Question 3 of the student questionnaire was altered to include a 5-point rating scale instead of the initial one which required students to tick against the ability that they thought they excelled. Question 5 of the student's questionnaire which was asking students to rate the impact of M.I. on academic performance was struck out because it deviated from the research questions of the study. Initially, the observation schedule was unstructured; this was modified to become structured for the researcher to give careful definition of the units observed.

3.8. Validity and Reliability

3.8.1. Validity

Validity is the accuracy and meanings of inferences, which are based on the research results. According to Mugenda and Mugenda (1999: 99) validity of the instruments means the degree to which the instruments are used to measure what they intended to measure. The instruments were purported to measure the stated objectives of the study. The relevant validity in this case was content validity. To achieve this content validity, the researcher sought assistance from the experts in the Department of Educational Management and Policy Studies and the Department of Curriculum, Instruction and Education Media at Moi University to criticize make corrections and put some inputs. The validity of the instruments was also discussed by classmates. The suggestions were incorporated into the instruments to ensure they covered the content to be investigated.

3.8.2. Reliability

Reliability refers to the extent to which a research instrument yields measures that are consistent each time it is administered to the same individual (Kothari, 1995). A minimum requirement for an evaluation instrument should be that, the respondent gives the same answer to the same question if the circumstances have not changed.

The researcher used the test-retest method and where the responses seemed to vary greatly, necessary adjustments were made. The instruments were administered to two different schools in Koibatek District. The researcher counterchecked the response together with those from respondents to ensure similarities in responses. For specific questions items, where the question item varied greatly in responses, they were adjusted in line with the study. After the administration of the test-retest method, the researcher scored the responses. The researcher re-administered the instruments after two weeks to the same respondents and then scored the results. The researcher then calculated the coefficient of the two scores and established the reliability of the research instruments. Since the co-efficient of correlation obtained was 0.825 the research instruments were considered reliable for the study. This is acceptable as Cozby (2003) puts that, for most measures the correlation should be at least 0.80.

3.9. Data Collection Procedure

The researcher sought permission from the School of Education Moi University to conduct this study where an introduction letter was given to show that this was a bonafide student of Moi University school of Education out to conduct research and required necessary assistance. Permission was also sought from the Ministry of Education (M.O.E) headquarters Nairobi where a research permit was obtained and copies of research authorization letters send to the Keiyo District Commissioner (D.C) and District Education Officer (D.E.O). After this, the researcher sought permission from the principals of individual schools selected for the study.

The process used in collecting data in schools was the same. After arriving in the school, the researcher introduced himself to the Principal. It's at this time that the researcher interviewed the head teacher. There was none of who showed unwillingness to cooperate after the explanation on the aim of the research being academic and that the data would not be disclosed to anybody. Later teachers and students were sampled then taken to empty classes or under a tree. After being briefed on how to answer and assured that their information would be treated with confidentiality, students filled the questionnaires. The researcher was around for assistance and after filling; he collected them and thanked the students. Afterwards the researcher was taken around to observe the available resources in the schools using the observation checklist (Appendix IV). Document analysis was done and when time didn't permit to collect all the data the researcher returned the following day to check the various documents or to observe the school infrastructural facilities.

3.10. Data Analysis

Data collected using questionnaires and interview schedules were sorted out to check completeness and clarity. Tallying for closed ended questions was done. The researcher embarked on analyzing the using descriptive statistics particularly frequencies, percentages and cross tabulation. The data was compiled in frequencies and then converted into percentages using the Microsoft excel program. For easy interpretation, the information was tabulated. Data from open ended items were organized and identification made on the different component, patterns and themes were sought to enable explanation.

3.11. Summary

In this chapter 3, explanations on strategies used to prepare and conduct this research are given. It has been explained that, the target population was all the principals, teachers, and students in Keiyo district. Those who were selected were 14 principals, 42 teachers and 280 students. The sampling methods used have also been explained together with the data collecting instruments. To test for validity and reliability of these data collecting instruments, the pilot study was done and their consequent modifications. Lastly, this chapter has discussed the field research where upon principals, teachers and students were involved. The next chapter presents the collected data, the data analysis and interpretations.

4. Data Presentation, Analysis and Interpretation

4.1. Introduction

This chapter presents findings collected from the field with the help of tables and graphs, analyses and gives interpretation of the data gathered from the respondents in the field. The data analyzed was obtained through Head teachers' interview schedules, teacher's questionnaires and student's questionnaires, observation schedule and document analysis. It specifically attempted to answer the following research questions: what are the students' perceptions of them in class and out of class abilities? Which school educational programmes develop students Multiple Intelligences? What are the teachers' skills necessary for the development of student Multiple Intelligences? How does the school reward system facilitate the development of students Multiple Intelligence? And lastly, which schools' infrastructural systems facilitate the development of Multiple Intelligences? The findings of this study are therefore presented in accordance to the questions raised above

4.2. Study Population

A total number of 336 respondents were used in study. There were 280 students, 42 teachers and 14 Principals. Out of these, 270 pupils (96.4%) completed their questionnaires, 40 teachers (95.2%) completed their questionnaires while 14 (100%) Principals responded to the interview schedules thus the resulting research sample was composed of 324 (N=324).

4.3. Distribution of Target Population

Section A, of the interview schedule, teacher and student's questionnaire intended to find out the distribution of target population. The distribution was analyzed according to, first the respondent's gender, age, education level, working experience and experience as head teacher. This background information is shown in the following sections:

4.4. Students Varied Abilities

Section B of the head teacher interview schedules, teacher's questionnaire and student's questionnaire intended to find out the students perceived varied abilities. It was important that, the present research looked at the varied student's abilities so as to know whether the school administration was dedicated in developing them. The abilities were analyzed according to non-class Multiple Intelligence and class Multiple Intelligence. The findings are reported in the following subsections:

4.4.1. Non-Class Multiple Intelligences

In order to establish the non-class Multiple Intelligence, the respondents (students) were asked to rate the level of their capabilities in the various abilities under study. The responses were as shown in Table 1.

Abilities	Capabilities									
	Very Incapable		Incapable		Undecided		Capable		Very Capable	
	F	%	F	%	F	%	F	%	F	%
Musical	42	15.6	16	6	50	18.5	58	21.5	104	38.5
Drama	53	19.6	29	10.7	56	20.7	58	21.5	74	27.4
Kinesthetic	30	11.1	15	5.6	33	12.2	63	23.3	130	48.1
Visual	109	40.4	30	11.1	26	9.6	37	13.7	68	25.2
Interpersonal	16	6	5	1.9	20	7.4	51	18.9	178	65.9
Intrapersonal	56	20.7	19	7	25	9.3	51	18.9	119	44.1
Environmental	16	6	8	3	24	8.9	66	24.4	156	57.7

Table 1: Students Non-Class Multiple Intelligences

The results indicate that, 156 (57.7%) students were very capable in activities involving the environment such as gardening and cleaning, while 178 (65.9%) students were capable in activities relating to interpersonal activities, 130 (48.1%) students were capable in Kinesthetic, 119 (44.1%) in intrapersonal, 104 (38.5%) in music, 74 (27.4%) in drama and 68 (25.2%) in visual activities that involves painting and drawing pictures. This implies that, the student's possess varied non-academic abilities therefore the need for the school's administration to nurture and develop them accordingly. As indicted abilities involving interpersonal intelligence was rated highly within the very capable section.

Subsequently, question 3 of the student questionnaire sought to establish when student developed interest in the varied activities. The purpose of the question was to establish the efforts made by the secondary school administration in developing new talents/abilities amongst students. As captured in Table 2, 57 (21.1%) students developed interest while young at home, 190 (70.4%) students developed interest while in primary and 23 (8.5% of the students developed the interest while in secondary. It's agreeable that, most of the students developed the interest when in primary level. Apparently, secondary schools which have been mandated to oversee the transition haven't done much in developing students' non-academic abilities.

When?	Frequency	Percentage
Young at home	57	21.1
Primary	190	70.4
Secondary	23	8.5
Total	270	100

Table 2: Period That Students Developed Interests

4.4.1.1. Participation in Non-Class Multiple Intelligences

In order to establish whether the activities were encouraged, the students were asked to indicate whether the activities they were interested in was encouraged in the school. The result (Figure 1) indicates that, 27.8% of the students strongly agreed that, the activity was not highly encouraged, 37% agreed that the activity was not highly encouraged, 3.7% were undecided as to whether the activity was encouraged or not, 19.6% disagreed that the activity was not highly encouraged and 11.9% strongly disagreed that the activity was not highly encouraged in schools.

Figure 1: Non- Participation in the Activities

The findings reveal that, majority of respondents 27.8% view that, school administration was not encouraging the activity in school and 11.9% did not agree. From the findings it would be useful argue that there is neglect on the part of administration to encourage participation and this hinders the development of students Multiple Intelligences.

4.4.1.2. Importance of the Non-academic Activities

Head teachers and students were agreeable in saying that the non-academic activities hold the future for students thus very important in the following ways: Respondents asserted that *"many of those people you find doing well such as athletes, footballers, thespians and lawyers developed their careers through participation in non-academic activities"*. They said that, if you are good at drawing, gardening, cooking or even taming animals you can find a job in future. One of the respondents quoted thus, *"doing drama in school may improve talent of one and lead him/her to be an actor in future which will help generate income."*

Games and Sports can help one become an international player in future. This implies that, students who are encouraged in schools to perform or engage in these activities may earn a living in future. In addition to this, another respondent wrote that, *"when one does not succeed in academic one can engage in non-academic activities e.g. games, if one is talented in football, one can even play for the country's national team and get money out of it, singing one can become a musician become famous and earn money like what happens in Tusker project fame, Kisima awards."*

It was also noted that, participation in non-academic activities specifically music and drama help one to sharpen his or her talents. One respondent quoted that, *"Activities like drama makes one to hone his talents, and she or he may act in many concerts and programmes."* Notable Kenyan comedians and thespians in the performing and visual arts scene that included Inspector Mwala, Papa Shirandula to mention but a few were mentioned. In relation to physical fitness responses showed that, students who participated in non-academic activity are healthy. Students are able to keep fit by stretching and running thus avoiding certain ailments. This implies that more time needs to be set aside to enable students to fully participate in the activist that enhance students' abilities.

Respondents were in agreement that, all work without play makes Jack a dull boy. Results indicated that, by participating in out of class activities one is able to freshen the brain and lengthen his or her study hours. Interaction within the school and amongst students from different schools was also mentioned to lead to new friendships being harnessed. This finding indicated that, the few schools which have encouraged M.I. in schools were reaping the fruits of socialization. Morality was mentioned by one Principal who said, *"Participation in non-academic activity helps in the formation of characters, the trend of keeping roles, time and team work which forms a good foundation for a responsible adult."* This implies that, going by the current trends of moral decadence in the society, the school being part of this; it calls school administration to develop M.I. in schools in order to help in shaping students' behavior.

4.4.1.3. Factors Hindering Participation in Non-Academic Activities

The research sought to find out some factors that had hindered participation in non-academic activities. The researcher observed that, certain factors some of which linked with the study were limiting participation, these included; poor school policies which lacked talent identification and development procedures, school programme such as class work and extra tuition were very air tight limiting students participation in programmes aimed at enriching them in non-academic activities, there was also lack of interest from stakeholders who were mentioned to include parents (society), the school administration and teachers. Lack of interest was compounded by misguided notion that some regions in Kenya excel in certain disciplines better than others, thus neglecting the activity all together.

Teachers and students cited lack of motivation from the school administration. They lamented on the failure of the schools to provide necessary facilities and rewards for those who excelled and time. Most of the teachers didn't have skills related to M.I. This implies that, they were not being taken for seminars to update them on current aspects. Inadequate finances were factored as the major impediment. However, it should be noted that, certain Multiple Intelligence don't require a lot of money for students to participate in. Such includes scouting and table tennis. Besides the research noted that, the benefits accrued in investing in this activity outweighs the costs. Lastly, harsh weather was said to impede participation in activities especially rugby. Though, the factors mentioned were rational, it can be argued that, alternative options were not being used to check on the hindering factors such as change of time, involving trained coaches and sourcing for finance from other stakeholders.

4.4.2. Class Multiple Intelligences

Other than the non-class M.I., the researcher studied class activities that enhance Multiple Intelligences. Table 3 shows the subjects availability in the sampled schools.

Subject	Availability (Participation)			
	Yes		No	
	Frequency	%	Frequency	%
Home science	4	28.6	10	71.4
Art and design	-	-	14	100
Computer	3	21.4	11	78.6
Music	-	-	14	100

Table 3: Subjects Enhancing Multiple Intelligences

Table 3 shows that, computer was offered in 3 (21.4%) schools, Home science was offered in 4 (28.6%) schools, Art and design and Music was not offered in any schools under study, each having 100% non-participation. Subjects such as Music, Computer and Art and Design play very important roles in development of Multiple Intelligences one of which is enhancing social interaction. The fact that, secondary schools have not included them in their programme may be a serious

oversight in the development of M.I. amongst students. However, it should be noted that, there is a small number of schools offering these subjects i.e. Home science 4 (28.6%) and computer 3 (21.4%), though small this is an indication that, these schools are willing to support such interest subjects.

4.4.2.1. Willingness to do the Subjects

In view of the responses in the previous statement, the researcher further sought to find the willingness of the students to do the subjects. The results are presented in Table 4 below.

Willingness	Frequency	Percentage
Strongly willing	178	66
Willing	77	28.5
Undecided	9	3.3
Unwilling	3	1.1
Strongly unwilling	3	1.1
Total	270	100

Table 4: Willingness to do the Subjects Multiple Intelligences

Table 4 above shows that, 255 (94.5%) of the respondents were willing to do the subjects if given a chance, while 6 (2.2%) were not willing. This shows that, lagging behind in offering these subjects may be thwarting students in realizing their potential.

4.4.2.3. Factors Inhibiting Participation in the Subjects

The study sought to find out the factors inhibiting participation in the subjects aimed at developing students Multiple Intelligences. The results are summarized in Table 5.

Responses	Factors					
	Unwilling School Administration		Unwilling teachers		Unwilling students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly disagree	6	15	18	45	24	60
Disagree	3	7.5	10	25	3	7.5
Undecided	3	7.5	4	10	6	15
Agree	12	30	7	17.5	5	12.5
Strongly Agree	16	40	1	2.5	2	5

Table 5: Factors Inhibiting Participation in the Subjects

N=40

The results in Table 5 shows that, 28 (70%) teachers, agreed that school administration unwillingness was the leading factor inhibiting development of the subject, this was followed with 8 (20%) teachers agreeing that, teacher's unwillingness was a contributory factor. Student's unwillingness came at third with 7 (17.5%). This shows that, our schools administration in planning subjects to be offered in schools focus most of their attention on language, Science and Humanities. Little focus was being put on these subjects which enhances M.I.

4.4. School Educational Programmes

What will be discussed here are educational programmes that, the school has initiated in order to enhance development of M.I. It was important that, the present research looked at the various educational programmes that have been initiated in order to develop students M.I. The programs were analyzed in the following sections.

4.4.1. Unique Programmes Offered in School

While there may be programmes existing in schools aimed at developing students M.I. these programmes are not satisfactory. To ascertain this, information was sought to that effect. Results represented in Table 4.11 indicate that, 15 out of the possible 140 responses from schools had unique programmes being offered in their schools. Unique programmes such as swimming or swimming lessons, art and design and golf lessons were nonexistent in all the sampled schools. This implies that, students who may be having abilities may be acting below their ability due of lack of opportunities.

Non-engagement in the programmes was attributed to space, financial constraints and implications and expertise. Although it's agreeable, some of the unique programme such as independent study programmes doesn't involve any financial investment. Besides, chess, darts and scrabble involve a small amount of financial investments. Further, response was sought from principals to establish the impact of the absence of the programmes in schools. Their response was that, it impacts negatively since students are not exposed thereby locking their talents and lastly, students always seek transfer to other schools

4.5. Unique Programmes Available in School

Unique Programmes	Availability	
	Present	Absent
Computer	3	11
Music/piano	1	13
Swimming lessons	-	14
Art & design	-	14
Home science	4	10
Golf lesson	-	14
Chess	1	13
Scrabble	2	12
Darts	1	12
Independent study programme	3	11

Table 6: Factors Inhibiting Participation in the Subjects
N=40

4.6. Extra Tuition

The present study sought to establish whether extra tuition was offered in schools. Table 7 shows occurrence of remedial in the schools programme.

Extra tuition Time	Frequency	Percentage
Lunch time	8	57.1%
Games time	8	57.1%
Evenings	12	85.7%
Weekends	11	78.6%
Holidays	6	42.9%
Others	5	35.7%

Table 7: Time Set for Extra Tuition

Table 7 indicates that, most of the schools had remedial (extra) classes in the evenings 12 (85.7%), during weekends 11 (78.6%), at lunch time 8 (57.1%), at games time 8 (57.1), during holidays 6 (42.9%) and others at 5 (35.7%). We can conclude from the results that, besides the normal school lesson programmed time for giving tuition, schools were seeking for more time to offer extra remedial.

Reasons for engaging tuition at these times are to enhance academic performance. Seemingly, it's during these moments (times) especially at games and weekends when students are expected to develop their skills in non-academic activities, because of this students M.I can't be developed. We cannot exploit potential talents that children have if we do not spare time for them. The study further sought to establish whose initiative it was, to offer tuition. Results indicated that, 28 (70%) of the teachers agreed that it was the school head policies, 20 (50%) of the teachers indicated that it was the teacher's initiative, 8 (20%) of the teachers indicated that, it was initiated from student's own volition. Other initiators included, Parents Teachers Associations, Parents and academic Committees. These results show that, school administration may not be actively involved in developing students M.I.

Lastly on the issue of educational programmes the present study sought to find out the perceptions of the respondents on the negative impact of extra tuition on students M.I. Figure 2 shows the perceptions of respondents on the impact of extra tuition.

Figure 2: The Perceptions of Extra Tuition on the Development of M.I.

As shown in Figure 2, remedial classes have a negative impact on the development of students' abilities, 42.9% of the head teachers, 40% of the teachers and 37% of the students strongly agreed that remedial classes had an effect. Given that the initiative of remedial from school head policies had a bigger rating. It can be concluded that school administration plays a significant role in derailing development of M.I.

4.6.1. Physical Education Activities in School

As a medium of learning and expression, physical education is an integral part of the education process within and outside learning institutions. From the literature reviewed in chapter two, there was a clear indication that physical education shares and reinforces the contribution of disciplines like music, drama, dance and visual arts and subjects such as literature. Because of such pertinent obligation participation in physical education is very essential. In the present research, principals were asked to give responses on teacher's preparation and attendance

P.E Lessons Done Accordingly	Frequency	Percentage
Strongly disagree	9	64.3%
Disagree	1	7.1%
Undecided	1	7.1%
Agree	2	14.3%
Strongly agree	1	7.1%
Total	14	100%

Table 8: Teacher's Involvement in Physical Education

The results show that, 9 (64.3%) head teachers disagreed strongly that physical Education was done accordingly, 1 (7.1%) disagreed, 2 (14.3%) agreed and 1 (7.1%) strongly agreed. The findings therefore, indicate majority of the head teachers 71.4% were not involved in supervision of the physical education. In addition to this, all the sampled schools didn't have a physical Education subject head, there were no records to show that this activity was being done in schools i.e. schemes of work, records of work and lesson plans. This indicates strongly to the fact that; this vital subject was not being taken seriously as a tool towards development of Multiple Intelligence. Information obtained through observation indicated that, of the schools observed only 2 schools had their students in the field.

A document analysis of the timetable revealed that allocation of Physical education was not in tandem with K.I.E. regulations. The results indicated that, form one P.E lessons were correctly timetabled with 14 schools indicating 1 lesson per week, 12 schools indicated a single lesson for P.E in form 2 whilst 2 didn't have any P.E lessons. In the upper classes 8 schools offered P.E once in both forms 3 and 4. Only 3 schools offered 2 lessons of P.E in form 3 and 2 in Form 4. This means that, majority of the schools don't give the right number of lessons as expected, the missing lessons apparently have been transformed towards examinable subjects. This implies that, there is inadequate attention of physical education at the expense of academic pursuit. This may deprive the students of the benefit of physical activity.

4.6.2. Clubs and Societies

The present research looked at the clubs and societies in schools aimed at the development of academic and non-academic abilities. Principals were asked which clubs and societies were available in schools and the responses were as shown in Table 9

Clubs and Societies	Availability
Science congress	12
Debating clubs	13
Geography	3
History	1
Drama	5
Music	6
Journalism	2
Creative writing	1
Wildlife	5
Young Farmers Association	8
Scouting	10
Christian Union	11
Young Christian Society	6
Gender club	1
Math Club	3
Environmental	1
Business Studies	1
Seventh Day	2

Table 9: Clubs and Societies in Schools

From the findings it would be useful to argue or present facts such as Debating was the most prominent, out of the 14 schools, 13 had this club. Science club existed in 12 schools, Christian union in 11 schools, scouting in 10 schools and Young Farmers Association in 8 out of 14 schools. Clubs such as Geography, History, Drama, Music, Environmental, Journalism, Gender club and Young Christian Society were not that prominent, with all having an occurrence of between 1 and 8.

Further information was sought through document analysis to establish the functioning of the clubs and societies. The results indicated that, of the 11 schools having Christian Unions only 4 had files, of the 10 schools having scouting, only 4 had files. Other clubs and societies mentioned didn't have any minutes of activities in any form; an indication of inactiveness. This shows that, school administration and patrons may be non-committed to clubs' activities in terms of leadership, material and financial support.

4.6.4. Additional Programmes Outside Games

Literature revealed that Multiple Intelligences develop through expanded programmes in schools outside the conventional scheduled games time and physical education lessons. This is in line with the philosophies of education that, education should be done in a multifaceted manner. In the present research information was sought from the Principals to indicate additional programmes outside games, aimed at developing students M.I. The results indicated that 9 schools out of the 14 didn't have any additional programmes, 4 schools indicated clubs and society and 2 schools indicated talents shows as being the additional programme.

4.6.5. Computer, Art and Design, Music and Home Science

As discussed earlier (Table 3) these subjects have not been ventured into by majority of the schools, only 3 (21.4%) schools and 4 (28.6%) schools in the study provided computer and Home science respectively. This implies that schools have not designed their programmes to cater for students' abilities in such areas as Home science, Computer, Arts and Music.

4.6.6. Frequency of Multiple Intelligences Activities in the School Routine

The study sought to establish the activities provided in the school routine and their frequency in ensuring that students participate fully to attain their maximum potential. The responses are presented in Table 10 below.

Activities	Not at all		Rarely		Undecided		Frequently	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Singing	86	31.9	64	23.7	25	9.3	95	35.2
Listening to Music	104	38.5	84	31.1	35	3	47	17.4
Acting Plays	114	42.2	85	31.5	23	8.5	48	17.8
Traditional dances	115	42.6	65	24.1	32	11.9	58	21.5
Drawing/Art	215	80.7	41	15.2	9	3.3	12	4.4
Painting	204	75.6	47	17.4	6	2.2	13	4.8
Watching Movies	89	40	68	25.2	30	11.1	83	30.7
Socialization	104	38.6	56	20.8	23	8.5	87	62.5
Meditation	84	31.1	67	24.8	26	9.6	93	34.4
Outings	70	25.9	72	26.7	23	8.5	105	38.9
Playing instruments	213	78.9	55	21.6	13	4.8	16	5.9

Table 10: Frequency of Multiple Intelligence Activities

From the results it would be useful to argue that, socialization was the prominent activity in the school routine, 62.5% of the respondents indicated frequent participation. Listening to music, acting plays, traditional dances, drawing art and painting were the least prominent activity recording 17.4%, 17.8%, 21.5%, 4.4% and 4.8% respectively. Most of the activities recorded high rates within the "not at all" column, drawing/art 80%, playing instruments 78.9%, painting 75.6% and dances 42.2%. This indicates that majority of the schools did not participate in these activities. This implies that, while planning routines, school administration doesn't concentrate on nonacademic activities.

4.7. Summary

Chapter four presented findings of the present research, data analysis and interpretations of the collected data. The present research found out that, students possess an array of non-academic abilities which included music, drama, kinesthetic, visual, interpersonal, intrapersonal and environmental. In addition, they were willing to do optional subjects related to development on non-academic activities such as Music, Art and design, Computer and Home science. The school administration while discharging its roles was found to be non-accommodative to students varied abilities and tended to sideline the non-academic and academic activities mentioned. School educational programmes focused more on the core academic subjects neglecting non-academic and the optional subjects. There was lack of in-service. Rewards aimed at motivating teachers and students were insufficient and provision of infrastructural facilities was poor. The next chapter presents the summary, conclusions and recommendations of the present study.

5. Summary, Conclusions and Recommendations

5.1. Introduction

This chapter presents summary and discussions of the findings of the study, draws conclusions from the findings and gives recommendations for further studies on the involvement of the school administration in facilitating development of students Multiple Intelligences.

5.2. Summary

The main purpose of the study was to investigate the role of the school administration in the development of Multiple Intelligences among secondary school students in Keiyo District, Rift valley province, Kenya and to come up with recommendations that would equip educational managers with tenets that were required for effective management of students with non-academic and academic abilities.

The specific objectives were; to identify the students perceptions of their in class and out of class abilities, to explore the school educational programmes that develop Multiple Intelligences, to investigate teacher's competence for the development of students Multiple Intelligence, to find out the reward system of the school for the development of Multiple Intelligences, to examine whether the school infrastructural system supports development of Multiple Intelligences and to make recommendation on appropriate ways of developing Multiple Intelligences. In the study, the role of the school administration was the independent variable while development of Multiple Intelligences was the dependent variable. This study was a survey. The present study was carried out in Keiyo district, Rift valley province in Kenya. The district had 32 secondary schools that had been registered. Stratified, proportionate sampling and simple random sampling were used to select 14 schools, 14 head teachers, 42 teachers and 280 students respectively. Out of the 322 questionnaires that were distributed to students and teachers 310 were filled and returned hence the return rate was 96.3% while 14 head teachers were interviewed.

The data obtained through the use of interview schedules, questionnaires, observation checklist and document analysis were analyzed quantitatively and qualitatively through use of percentages, general statements and themes that emerged. The results confirm that, indeed development of Multiple Intelligences had not been facilitated by the school administration.

5.3. Summary of Findings and Discussions

This section discusses the students varied abilities, the school educational programmes, the teacher competence, the school reward system and the infrastructural facilities of the school.

5.3.1. Students Varied Abilities

The study found out that, there exist abilities amongst students in the seven non-academic intelligences. As indicated in Table 1, 65.9% of the students were capable in interpersonal abilities, 57.7% in environmental abilities, 48.1% in Kinesthetic, 44.1% in intrapersonal, 38.5% in Music, 27.4% in drama and 25.2% in visual abilities. Besides, most of them were willing to do Home science Arts and Design, Computer and Music in the hope that it would either hone or develop abilities. This in essence shows that, schools had an array of students with a multitude of abilities that the school administration needed to nurture. These findings agreed with what Ogungbemi (1992) noted, that scholars and non-scholars alike generally believe that, Africa is endowed with natural and human resources. According to Ogungbemi, Africa has produced geniuses in arts and sports. Most of the students as the study revealed developed interest while in primary schools while a few in secondary schools. As much as this calls for school administration to provide opportunities for the development of these abilities (Gardner, 1999 and Oluoch, 1982), the study revealed that, activities enhancing these abilities were not being encouraged in schools. Koech (1999: 65) noted that, co-curricular activities such as sports and subjects such as music which enhances social interaction appear not to be given the required prominence. This was further supported by Aminga (2004) who noted that, the education offered in schools doesn't spare the agony of seeking the attainable from weak children; it doesn't build and nurture their strengths. Hence, this explains the big untapped talent that enters secondary schools and leaves untapped.

The study also found out that, there is enormous importance amongst students in participating in related activities, such included employment, career development, talent development, physical fitness, socialization, academic advancement improved morality and college or job placement. This is supported by Reis (1987) who observed that, talented students or children believe that they can equally excel in every role they play. This is something which the school administration has to recognize and put measures to ensure students attain their full potential. Lastly, on students varied abilities the study revealed that several factors hindered students' participation in activities that develops students' abilities. These included; weak and nonexistent school policies, rigid school programmes, lack of interest by stakeholders, lack of motivation, lack of technical skills amongst teachers, insufficient funds, harsh weather and lack of government support. In relation to technical skills Okumbe (1998) agrees that, although managers and teachers have the responsibility to hone student abilities, majority of them are unskilled. Armstrong (1994) also noted that, our school's administration and culture focus most of their attention on Linguistic and Mathematics. This explains the rigid school programme.

5.3.2. School Educational Programmes

The study agrees with Kornhaber (2001: 276) cited in Mansa (2007) assertion that, educators need to opt for depth over breadth through extended educational opportunities aimed at developing students M.I. This is based on the

assumption that, the educational programmes offered in the school are the locus for development of students M.I. However, the study revealed mixed responses. The study found out that, unique programmes aimed at enhancing student's abilities were non-existent in most of the schools. Swimming lessons, Arts and design and golf recorded nil frequency. Utmost 4 schools were identified to offer programmes such as computer, music, Home science, Chess, scrabble, darts and independent study programme. Though, it can be argued that it is expensive to manage some of these unique programmes, some such as independent study programme don't involve any financial investment beside chess, darts and scrabble require a significantly small amount of finance. In support of initiating these programmes, Koech (1999) noted that, the Ministry should design appropriate educational programmes to facilitate learning of talented children in such areas like arts/crafts; though the commission recommendations have not been adopted, its observation is in line with what this study tries to emphasize. In line with these views is the report of the Kamunge Commission (1988) which observed that, talented children in subjects such as art/craft and music should be identified and special programmes set for them.

The study sought to find out whether extra tuition was carried out in schools. It was anticipated that, the findings will help to explain why activities related to M.I. were not being entrenched in the school programme, and if they were entrenched give an oversight to non-participation. The findings revealed that, extra tuition was being carried out in all the schools sampled. Of the schools sampled, 57% carried out tuition during lunch time, 57% during games times, 86% in the evening, 79% during weekends and 43% of the schools carried out tuition during holidays. This was found to affect negatively on the development of students M.I. as shown in Figure 2. Apparently, in the quest for high academic achievements, school administrations were encouraging extra tuition during the periods stated. It is within these periods that students were supposed to participate in the M.I. activities. This implies that, enough time was not being set aside for students M.I. development. Makero (2003) noted that, we cannot exploit potential talents that children's have if we do not spare time for them. It was also noted that, physical education which is supposed to enhance M.I was not being managed appropriately. Studies by Wanderi (2007) indicated that, lack of and inadequate attention to physical education and sports at the expense of academic pursuit had been observed and widely reported among many Kenyan schools whereby the time that is set aside for physical education is used for teaching other examinable subjects. According to Wanderi, this desire deprives the young people of the benefit of physical activity. This agreed with the finding of this study, whereby majority of the Head teachers 10 (71.4%) didn't involve themselves in effectively managing P.E. lessons. Only a few, 3 (21.4%) Head teachers ensured proper supervision of P.E. which included proper allocation in the timetable, preparation of schemes and attendance of the lessons. To this end, we can argue that, the importance of P.E in development of M.I as noted by Lumpkin (1998) and K.I.E (2002), of reinforcing disciplines like music, drama, dance and visual arts and subjects such as literature was not given serious consideration by the school administration.

On clubs and societies, the study found that, schools in Keiyo district had very few functional clubs and societies. Although findings in Table 9 showed debating as the most prominent club in Keiyo, there were many schools that didn't have existence of clubs such as environmental, creative writing, music and drama clubs. It was found out that, the school administration was not involved in the running of the clubs and societies as evidenced by lack of files. This trend is disturbing as observed by British Council (2006) which observed that, establishment of clubs and societies hasn't been given much priority, and that there is need for teachers to be together with students in all activities of learning not only in classes but also outside the class. Bogonko (1992) argues that, it's imperative that clubs and societies are run effectively so as to achieve objectives of the clubs, important of which is to impart social skills in students. The study also revealed that, majority of the schools, didn't have additional programmes outside games for developing students M.I. The Principals' responses indicated that, out of 14 schools 9 schools didn't have any programme whatsoever. Of the 14 schools, 4 schools had clubs and societies, whereas 2 had talent shows programmes. Subsequent findings revealed that, only 3 schools offered computer, 4 schools offered Home science and no school offered neither Music nor Art and Design.

This confirms what Koech (1999) found, that subjects such as Music which enhances social interaction appear not to have been given the required attention in secondary schools. This in essence shows that, educational programmes in schools are not developing students M.I and that these programmes should be incorporated in the mainstream school programmes. This agrees with studies by Mansa (2007) that, one of the pertinent and powerful philosophies of education is that; it should be done in a multifaceted manner so as to help children become insightful and constructive participants of the society.

Although the statistics point that educational programme such as Music are lacking, there was an indication that many teachers were unable to help individual students. Rye (2006) observes that, the quality of teachers in Kenya who handle students in disciplines such as physical education, drama, dance and visual arts just like in many countries has been questionable. This is something the society needs to realize as it embarks on the crucial aspect of developing students M.I. Lastly, the findings of this study also found that, most of the Multiple Intelligences activities such as singing, listening to music, plays among others were either lacking or rarely included in the daily routine programme of the school. All activities recorded varying percentages in the "not at all" column. Absence was noted in activities such as drawing or art, out of the 270 students sampled 218 said it never occurred, this was followed with playing instrument at 213, and painting at 204. Given that planning of M.I in education plays an important role in guiding student's potential, the study felt that these activities ought to be organized and put in the school educational programmes, by the school administrations. This argument is supported by Clark (1988) who noted in a related study that, if parents believe that a particular child has a special ability like painting and drawing, they would allow more opportunities to develop the ability and treat this child differently. Therefore, it is quite necessary that the school administration changes its attitude towards M.I activities and allocate more time.

5.4. Conclusions

The research study led to the following conclusions;

- The pupils who were sampled in Keiyo District secondary schools were found to possess all the intelligences in varied degrees. Interpersonal abilities as perceived by the pupils appeared to be the strongest intelligence. It was also found out that, students were willing to take subjects that enhance Multiple Intelligence such as; Music, Art and Design, Home science and Computer. Indeed, the school administration should be involved in developing these intelligences in order for students to sustain themselves in future.
- School educational programmes were not all inclusive but exclusive. Clubs, societies and physical educational which plays a significant role in imparting interactive skills and honing student's abilities were lacking in most of the schools. Besides, time allocation for Multiple Intelligences activities in the school was not great enough for students to engage in active involvement with music, drama, sport, dancing, painting and environmental conservation.

5.5. Recommendations

Based on this research, the following recommendations are suggested;

- This study has established that schools as institutions are important centers in the development of Multiple Intelligences. School administrations and educators should develop all types of intelligences in their schools in order to achieve possibly better results and reveal the potential of each students due to development of different Multiple Intelligence, with emphasis on particular ones typical for each individual students this will ideally mean that not a single student remain deprived of the possibility to develop his or her individual kind of intelligence
- School administration should ensure that the experiences of the school are rewarding one enabling all students to develop their Multiple Intelligence to the full. Principals should support establishment and operation of clubs and societies that enhance Multiple Intelligence such as drama clubs and music club. Physical Education should be prioritized to enable students to develop social and physical skills associated with Multiple Intelligences. Subjects such as Home science, Music, Computer and Art and design should be popularized so as to support intelligences such as musical, environmental and drama. Active participation of students in dance, painting, singing, drawing and interacting should be allocated more time in the school routines.

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