

**HEAD TEACHERS' RESPONSE
TO THE**

"MARKETING CONCEPT"

***Schools in England and
Reflections on Kenya's
Educational System***



| Henry Kiptiony Kiplangat |

This book assesses the role of experience in ideas of headteachers about marketing their schools and examines the freedom of heads in defining their own role, interpreting the 'Market' and assessing the impact of changing national policies in education. The book is important for historical understanding of education: in understanding the challenges encountered by the head teacher in the process of 'marketing the school' and finding a personal strategy for its pursuit. It also has importance not only in terms of the school as an organization and how its members cope with the 'system', but also in terms of the decision-making structure in the school and in the wider community. The author provides a reflection on the situation in Kenya and the relevance of the findings of this work to further research on the role of headship in Kenyan schools. This book is quite resourceful for teachers, headteachers, education officers and all students of educational administration and management.

The subject of this book is very relevant not only to the educational system of Britain (England) where the analysis is based, but for the Kenyan situation in which there is increasing demand for better education, quality assurance and stiff competition between schools.

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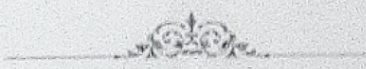


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PREFACE

This book assesses the role of experience in ideas of head teachers about marketing their schools and examines the freedom of heads in defining their own role, interpreting the 'Market,' and assessing the impact of changing national policies in education between 1983-1993 in England. It also identifies the methods used by head teachers as marketers of their schools and assesses the role of the media in school 'marketing'.

The book is important for historical understanding of education, in understanding the challenges encountered by the head teacher in the process of 'marketing the school' and finding a personal strategy for its pursuit. It also has importance not only in terms of the school as an organization and how its members cope with the 'system', but also in terms of the decision-making structure in the school and in the wider community. It provides gainful insights into various cultural, sociological, economic and political struggles within the educational sector. It stimulates an in-depth look at the impact of 'marketing' in primary schools of various kinds and thus shifts the attention which is currently concentrated on secondary education.

In the concluding chapter of this book, I have also provided a reflection on the situation in Kenya and the relevance of the findings in this book, to further research on the role of headship in Kenyan schools. I look forward to seeing other scholars of education take up these suggestions and carry out extensive studies on the role and effectiveness of the heads of educational institutions in Kenya.