A STUDY OF ADMINISTRATIVE PROBLEMS FACED BY
PRIMARY SCHOOL HEADTEACHERS IN NYERI
MUNICIPALITY.

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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This project has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This work is dedicated to my parents. They more than anybody else get credit for what I am and where I am today.

To my Wife, Wangari daughter Wamuyu and Sons Gathinji and Mathenge. This project is for you as well for your patience encouragement and unswerving support over the years.

Finally all those who in one way or another wished me godspeed in my studies. To you, I dedicate this project too.
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ABSTRACT

The primary concern of this study was to ascertain the current administrative problems Headteachers of Primary Schools are facing in the course of their work.

The study was limited to 22 Headteachers of Primary schools within Nyeri Municipality.

After analysing the data the greatest problem facing Headteachers of Primary schools today is lack of sufficient teaching/learning resources. The cost of implementing fully and effectively the requirements of the 8:4:4 curriculum in terms of human and material resources are so gargantuan that even after 8 years of concerted efforts by parents, there is as yet no single primary school that can claim to have all the necessary physical facilities. Reason - paucity of funds.

Another problem is accounting and auditing for everything in school service. Again due to the financial demands of the 8:4:4 System of Education Headteachers are faced with the difficult task of managing substantial sums of money and equipment for one simple reason that they are ill-equipped and ill-prepared for such a task.
The following are some of the recommendations of this research work.

1. That in order to fully implement the 8:4:4 curriculum, alternative methods of funding the construction, and equipment of physical facilities be found. This would ensure parity in quality and quantity of those facilities.

2. That primary schools should engage full-time clerks, typists, and Bursars to handle some of the work now being done by Headteachers especially in areas of finance and school equipment and stores.
CHAPTER I

1.0 THE RESEARCH PROBLEM AND ITS CLARIFYING COMPONENTS

1.1 Background to the Problem

Education is of basic importance in the planned development of a nation. For most countries, education takes the lion's share of the national cake. In Kenya, this comes close to 40% of the Government's expenditure. This is a clear testimony as to the importance the Government attaches to education in this country.

All schools are established for the sake of providing conditions and services which will enable children to learn. In order for any school to accomplish these objectives proper administration must be established. No matter how well a school is equipped, no matter how well qualified the teaching personnel is, no matter how impressive the school curriculum is, no matter how beautiful the school compound looks and no matter how much money we are prepared to spend in our schools, without proper management of our schools, our national educational aims and objectives might never by fully realized.
The management of education is different in several respects from the administration of industry or commerce. In most education, there can be no profit motive for the manager; the motive of many education administrators is to produce the best possible results for other people— their pupils or students. In addition, it is very difficult to assess the results of education. In case of changing social attitudes, it may take a generation before we can even guess at the results. On top of that, the production process can vary from teacher to teacher even within the same school.

There is one person who is at the nerve centre of our educational process; around whom all the learning/teaching process revolves. This is the headteacher. Although school administration involves many people holding different offices, normally the headteacher is the one who calls the tune.

A headteacher is the chief executive or if you like it, the managing director of an educational institution whose major role is the overall running and control of the school. As an educational administrator, the headteacher must be concerned with all those activities through which the aims of the school and the means of their implementation are placed in operation.
Perhaps, the management task was a little easier in the days when people were paid for attending school or when small children were treated like little adults and required to be silent, submissive and still. The primary school of today demand a great deal of time and dedication from all and sundry if each individual is to be gently directed to make progress educationally.

Throughout the entire process of education in the primary school, there is high priority for a careful and unobtrusive development of social skills. Without these skills, young people however clever, will not be capable of coping with the much more complicated and sometimes much less civilised world outside the school.

To quote Flippo E.B. (1980) the qualities now required of a successful school manager or head include:

"A high sensitivity to other people's thoughts and feelings (empathy); a manifest tolerance of a wide range of religious, skin colours, nationalities, sexual roles, and political views; a persistence amounting to obstinacy when the cause justifies it; extreme patience; a high objectivity, diligence; punctuality; and above all a capacity to remain calm under stress; high ingenuity in discovering new and alternative solutions to old problems".
The educational manager has responsibilities both to his staff and to society at large. The product of education is not things or services; it is people. Education managers share in responsibility for the future of the society to which they belong.

The school head must now expect to know a great deal about politics, economics and social trends for they provide the climate within which the educational institution operates.

The society or more precisely the social milieu in which education is taking place has always viewed the headteacher as an important person. He is responsible for everything that happens in his school. Children are brought to his school in search of direction and help. To quote Meredyd (1974):

"The headteacher is the indispensable formulator of the forces of education".

Davis (1981), regards the immediate task of the headteacher as:

"To formulate policies, lead his assistants into new realms of thought and action guide, articulate and coordinate individual and group efforts".

Among the main educational aspects which are of concern to headteachers include, (1) the formulation of school policy; (2) the professional development.
of staff; (3) the maintaining of academic standards in the school; (4) the supervision of school expenditure and (5) the involvement of the community in school affairs. This suggests that the headteacher should be a thoroughly trained professional.

On his part, Mbiti (1974), has identified seven spheres of a headteacher's responsibilities. These are:

(1) The employer
(2) The profession of teaching
(3) The community he serves
(4) The school staff
(5) The parents
(6) The students and
(7) The school finance

As Mbaabu (1983), has noted:

"The headteacher is held responsible for so many roles in the school that his task nowadays is quite complex".

In recent years, the role of the headteacher has become increasingly complex and the society's expectations so high that most headteachers today, appear harassed, strained and uncertain of themselves and their jobs.

According to Whittaker (1983), the public views of what the headteacher should do include:

1. Ensuring that schools prepared children adequately for life and work in adulthood.
2. Ensuring that a school is run as a well disciplined institution.

According to Melvin (1974), an important role that is played by the headteacher is to:

"Develop insights and talents for developing authority, looking at alternatives in any situation, communicating effectively, organising his tasks effectively, working effectively with community groups and coordinating the school total effort".7

Olembo (1975), says that the headteacher's role varies...

"depending on the school environment, school tradition, characteristics of the learners, the headteacher's personality, his competence, efficiency and effectiveness".8

In recognition of the arduous task faced by headteachers, Mann (1976), says that:

"Schools are not sanctions of harmony or objects of unkind public dilution. They are sites of increasing conflicts, targets of growing distrust and objects of decreasing support."9

The headteachers today have to deal with unruly students, irate parents, sullen taxpayers, unwieldly organizations and a myriad of pressure groups. Clearly, all the problems of the school revolve around the headteacher. In this way, the
headteachers is in a very real sense the focus and pilot of his school.

According to Jacobson (1963), a headteacher should possess a number of many attributes amongst which should include:

"An ability to teach. He should be versed in the theory and practice of education".  

This demands that he be a man of very high intelligence, broadminded and tolerant as all types of children in society attend his school. He should have personal charm, though an even temper is also good to deal with irate parents and unruly children especially. The headteacher must be a man of high vision, an incisive mind that cuts right to the rudiments of the problem. He should be an inspiration to the young teachers, a guide to older ones, a champion and solicitor for all.

He discerns and utilizes the abilities of his staff to inspire in them an attitude of confidence and cooperation.

According to Conant (1960):
"The headteacher should motivate the faculty, stimulating, inspiring and prodding staff to reach goals of being well prepared, enthusiastic, skillful teachers in class everyday".11

Raju (1973), also notes that the administrative role of the headteacher is the:

"Direction, control and management of all matters pertaining to educational enhancement in that school".12

All headteachers should ensure participation in policy making, its interpretation and programming, setting long term and short term goals. He should structure and adjust educational administrative machinery to achieve the goals. Managing personnel and resources are in his domain. He deals with educational practices and caters for the implementation of educational polices. Thus, he deals with the planning, directing, controlling executing and evaluating of school's educative processes. As an administrator, it is the headteacher's special task to provide the best programme of instruction for the children in his school so that these can obtain an all-round education.

As a manager, he has to understand the constantly changing values and objectives of the school. This exercise in management by objectives should help one
sort out his priorities to decide which way we are going and to look back and judge how far one has come. He should realize that he deals not only with people but with buildings and resources. As Kelly (1982), puts it:

"The headteacher is also a manager of the building and of human relations within the building called the school".13

For one whose duties, roles, responsibilities and tasks are so many and varied, problems are inevitably present. As things stand now, it is not possible perhaps to sufficiently and adequately prepare a potential or serving headteacher with all the knowledge skills and technical know-how necessary to enable him or her to face the demanding challenges of headship. The task of headship is even compounded further when we realize that in the Third World countries many teachers are usually given a headship without any preparation for it.

Here in Kenya, there is very little attention given to training of primary school headteachers. The few lectures on school administration given to preservice teachers in Teacher Training Colleges are far from adequate.
1.2 Statement of the Problem

Education is an activity concerning virtually everybody. Citizens expect good value for the money they have spent on education. There is a widespread feeling that education is wasteful. Subsequently, many countries have embarked on major reforms in order to improve their educational systems and adapt them to their needs and realities.

Research is needed in order to maintain a satisfactory level of performance of the educational system. It is needed even more in cases of major educational reforms - such as our on-going 8-4-4 system which we adopted with no previous studies on its applicability. There is a need to carry out research in the nature of problems experienced by primary school headteachers.

The headteacher of the early 1980s when Mbau (1983) and Odali (1984), were carrying out their research is not the same headteacher in 1990. His duties have greatly increased and so have his problems. This was specifically the concern of this study.
1.3 Purpose of the Study

The purpose of this study was to provide a continuity of similar research by researchers such as Mbaabu (1983), Odali (1984) and others in their studies on problems encountered by headteachers in our primary schools in light of the 8-4-4 System of Education.

Since they carried out their research, a lot of changes have occurred in our educational system. These changes for instance the 8-4-4 curriculum has brought with it new demands and new challenges to our heads.

In light of the 8-4-4 curriculum, the purpose of this study was:

1. To examine the current problems that are experienced by primary school headteachers in the course of their administrative duties.

2. To investigate the extent to which these problems hinder them from carrying out their administrative roles effectively.
1.4 Significance of the Study

It is taken for granted by many people that when a teacher is promoted or appointed to the post of headship, he/she would function automatically, irrespective of any handicaps or constrains he might experience in his new role as headteacher. There is no formal training offered to the newly appointed headteacher who have to result to trial-and-error method relying mainly on his past experience as classroom teachers.

In our primary schools today, the lack of adequate facilities, equipment, books and materials, the teachers level of competency, training or readiness to cooperate with his colleagues, the rigidity of the timetable, 'the style of discipline employed and the number of children in a class, among other things are each likely to set limits to what the school can teach.

In short, this study was hoped to highlight the current problems eminating from the 8-4-4 system of education and therefore would be of great help to supervisors, inspectors, serving headteachers, lecturers in teacher training colleges, their students and teachers in general. It is hoped that the findings will form a basis for further research in future in the area of administration of primary schools in Kenya and in particular those in urban centres.
1.5 Scope and Limitations of the Study

Problems associated with primary school headship are many and varied. New ones are constantly being added as more and fresh pressures and demands are made on the school. Therefore, it is not possible to identify and study all the problems that a headteacher of a primary school is likely to encounter.

This study mainly concentrated on the problems that headteachers face in three broad areas. These are:

1. Personal and human factors - which include
   (a) Curriculum and instruction,
   (b) Skills and techniques,
   (c) Training,
   (d) Educational qualifications,
   (e) Age and
   (f) Family.

2. Intra-organizational factors - which include
   (a) ...4
   (b) Finance,
   (c) Staff personnel,
   (d) Discipline and behavioural problems and
   (e) Nature of the job.

3. Extra-organizational factors - which include
   (a) Religious differences,
   (b) Relationship between P.T.A. and school committee
(c) Political interferances,
(d) Parents' problems,
(e) Public criticism,
(f) Hostility from community,
(g) Misuse of school and community property and
(h) Legal factors.

The study was carried out in 22 schools within
Nyeri Municipality. This would therefore, not allow
for generalization to be made to all the schools in Kenya.
The study was conducted by interviewing twenty two
headteachers of urban primary schools. The findings of
the study should therefore be applied elsewhere with
caution.

The responses given by the headteachers might not
in some cases' be a true reflection of what they (the
headteachers) actually experience and may thus give a
false reflection of the actual situation in those schools.

1.6  Design of the Study

1.6.1 Sample

The study was limited to 22 primary schools and
the 22 headteachers served as the subjects for this
study.
1.6.2 Questionnaire

In this study, a questionnaire developed by the researcher was used as the main tool for the collection of data.

1.6.3 Piloting

Before this, I had given three headteachers from outside Nyeri Municipality schools the questionnaire to gauge its suitability and applicability to the larger sample.

1.6.4 Discussion

At the time of collecting the completed questionnaire and discussing the respondents paper, issues which needed clarification were done so, in a face to face dialogue.

1.6.5 Collection and Analysis of Data

The researcher administered the questionnaire in person to all the 22 headteachers. The questionnaire was left with the subjects to complete. The researcher collected the completed questionnaire after a period of a week. The researcher analysed the data collected by use of frequency tables, charts and percentages whenever applicable.
1.7 Research Questions

The study tried to answer the following questions:

1. In relation to the performance of his duties as chief executive of a primary school, what were the most persistent problems facing the headteacher.

2. To what extent and degree does the headteacher view the problems he/she faces as a barrier towards the fulfilment of the purposes, aims and goals of the school.

1.8 Organization of Final Report

There are five chapters in this report. Chapter I covers the introduction to the research problems and the background to the study.

Chapter II deals with the review of the related literature.

Chapter III deals with the methodology used in data collection and its interpretation.
Chapter IV outlines the data analysis, implications and comments on the implications.

Chapter V is the summary of the study, conclusions, recommendations, and suggestion for further research.
FOOTNOTES TO CHAPTER I


13. Kelly, F., "The Principal - School Manager or Educational Leader?". Teacher Education No. 20 (April, 1982, University of Toronto p. 45.)
CHAPTER II

2.0 THE REVIEW OF RELATED LITERATURE

The review of related literature is divided into:

1. General review of relevant studies on headship roles, duties and responsibilities.

2. The review of specific literature concerning the research done in the area of administrative problems faced by primary school Headteachers.

2.1 The Roles, Duties and Responsibilities of a Headteacher

All schools are built for the sake of providing conditions and services which will enable children to learn. It is at this stage that pupils are in their formative years and they need a headteacher who can make the school environment conducive to learning by shaping their growth and development. In order then for a school to achieve and accomplish those objectives, proper administration must be established.

The headteacher derives his importance from the role he plays as a leader of an institution. The position of a teacher in any given school is very
crucial as an organizer of all that goes on in the school. In stressing the importance of a headteacher in the administration of a school, Mbili (1974), says:

"The chief executive of the school is the headteacher. The success of any school depends on how effective the headteacher is as an administrator. Many teachers have been and will be given headship without any formal preparation for it. It is therefore necessary for the student teacher to familiarise himself with some ideas related to the work of a headmaster so that he can be reasonably well equipped with basic knowledge needed for the job. When a teacher is picked up to be a headmaster, he will find himself to be in a different world altogether with new responsibilities, new commitments, new problems and in most cases less free time."

The headteacher has a very important role to play in a school. He is charged with the overall responsibilities for running the school. According to Campel (1974), Elsharif, et al. (1967), Nwagwu (1978), the headteacher's tasks fall in the following areas.

1. Curriculum instruction
2. School community relations
3. Pupil personnel
4. Staff personnel
5. Physical facilities
A manual for heads of secondary schools in Kenya, (1975) lists the duties of a headteachers as:

1. Overall running and control of the school.
2. Strong interest in the welfare of the pupils both spiritual and temporal.
3. He must be in close touch with all school activities whether academic or out of class.
4. Organization and control of all the staff.
5. He is the accounting officer of the school responsible for all revenue and expenditure.
6. Manning the school office.
7. Selection and allocation of subjects appearing in the school curriculum.
8. Maintenance of all buildings and grounds.
9. Agent of the Teachers Service Commission (T.S.C.) as well as the channel of communication to D.E.O and other ministry officials.
10. Usually secretary to the school.
11. A teaching load is advisable.²

Odali (1984), sees these duties as major roles that the headteacher has to play and classifies them as:

1. Managerial leadership
2. Instructional leadership.³

Managerial duties consist of those duties which require organisation and administration.

Instructional duties are those which are necessary to ensure that teaching and learning are effectively carried on in schools.
Olembo (1975), is of the opinion that the headteacher's role should be more articulated because of the following reasons:

1. The schools population in terms of students has increased considerably.
2. The increase of the students population has compounded the headteacher's responsibilities in terms of discipline and administration.
3. Number of teaching staff and auxiliary staff that the teacher has to supervise has been compounded.
4. The teaching staff and auxiliary staff have been specialised and it requires highly specialised headteachers to supervise them.
5. The national individual citizen expectations from the education system are greater and more complicated. It requires a highly qualified teacher to implement the curriculum that adheres to the national objectives and individual demands.
6. The knowledge explosion is another factor that requires a headteacher who can discriminate knowledge that is appropriate for students in his school.

Therefore, as an educational administrator, the headteacher must be concerned with all those activities through which the aims of the school and the means of their implementation are placed in operation.

2.2 Headteachers Problem Areas

Primary school headship is beset with problems. So much so that they Headteachers would better be referred to as heads of headaches.
Wanga (1984) has identified three categories of such problems:—

1. Personal or Human Problems
2. Intra-organizational problems
3. Extra-organizational problems

Under personal problems, Wanga classifies them under two headings—

Physical and psychological. Physical problems are associated with age, sex, stamina, strength et-cetera. Psychological problems are those associated with the headteachers level of education and intelligence. In practical situations Wanga sees these problems affecting a Headteacher in the following areas.

a) Curriculum and Instruction
b) Skills and techniques
c) Training
d) Educational qualifications
e) Age and family.

Wanga classifies extra-organizational problems under the following headings:—

a) Religious differences
b) Relationship between Parent Teachers' Association (P.T.A.) and School Committee
c) Political interferences.
d) Parents problems
e) Public criticisms
f) Hostility from community
g) Misuse of school and community property
h) Legal problems.

She further classifies Extra-organizational problems under the following headings:

a) Physical facilities
b) Finance
c) Staff personnel
d) Discipline and behavioural problems
e) Nature of the job.

Now let us look at each of the above problems in greater detail, starting with personal problems.

2.2.1. Personal problems

a) Curriculum and Instruction

Most schools suffer from serious shortages of essential teaching/learning materials like textbooks, exercise books and science equipment among others. Parents are expected to subsidise for these shortages through the cost-sharing policy whereby they buy some of these equipment for their children. However, it usually takes a long time to convince the parents of the need to bear some of the burdens of educating their children especially when primary school education is supposed to be "free".
Supervision of instruction is a big problem to most headteachers since the majority of these heads have role-conflicts, that is, they are overloaded with both administrative and teaching duties. However, though they endeavour to distribute time among teaching duties, extra-curricular activities, administrative and supervisory duties, no adequate time is devoted to the supervision of instruction. On the other hand, due to unfavourable climate in the school system, the headteacher may lack co-operation from the faculty members.

Dealing with the occasional changes in the curriculum and mode of instruction is another of the problem areas for headteachers. A good example is the 8-4-4 education system which has created a wide variety of subjects in the primary schools. The headteacher cannot therefore be a master of all these subjects in the curriculum. Consequently, they are unable to help their newly appointed or untrained teachers due to deficiency in both content and teaching methodology.

(b) Skills and Techniques

The Teachers Service Commission (T.S.C.) does not have a fair elaborate and workable procedure for adoption in matters of appointments of headteachers in primary schools. This serious and crucial
responsibility has been left in the hands of its agents at District and Divisional headquarters. This undoubtedly means that there are some incompetent, ineffective and inefficient teachers who are promoted to the post of headteachers. These incompetent headteachers experience a lot of both internal and external problems in the administration of their schools and hence might totally hamper the school's growth and development.

The practice of selecting headteachers purely on the basis of seniority is not very satisfactory. This has placed very many ageing and incompetent teachers in headship positions who lack skills, techniques and talents in dealing with school problems. Hence, though experience and length of service are important, they should be given no more than the same weight as other necessary skills and competence.

(c) Training

No formal training in this difficult role of administrator is offered to the newly appointed headteacher who runs the school using his teaching experience. Perhaps the only training he receives is when he acts as deputy headteacher. Worse still, some heads are appointed straight from an assistant teacher to a headteacher. Such headteachers undoubtedly
rely heavily on the few hints and ideas given to them during pre-service training at college and on the short verbal in-service ideas they might get from their colleagues or supervisors.

Challenges posed by these changes and innovations in our education system, the school needs a progressive and dynamic headteacher who is firmly interested in, and committed to the education of children. However, not every classroom teacher will have these qualities. This therefore calls for a school headteacher to be a well trained and competent person. He should have tactics in dealing with problems as they come. He should also seek for guidance and advice from the field officers of the Ministry of Education. He should attend inservice courses to keep abreast with new changes. In a nutshell, headship requires one to have had pre-service and inservice training over and above that given to ordinary classroom teachers.

As an administrator of a school, the headteacher is the administrative agent closest to the teachers, pupils, subordinate staff and the school community. He has the means and the ability to influence the above four groups to contribute positively and effectively to help achieve the purposes and aims
of the school. Therefore, the type of a headteacher a school has will determine how the success or otherwise of a school's instructional programme, whose ultimate purpose is to facilitate the effective and efficient attainment of educational goals which require much more than merely classroom experience.

(d) Educational Qualifications

Closely related to training is the educational qualifications of a headteacher. A headteacher may be of a lower academic qualifications than the teachers under him, for example, being a P2 while there are other teachers who are Pls or Sls. When this is the case, the better qualified teachers will look down upon their less qualified headteacher. They are also reluctant to do what such a headteacher tells them to do because they feel they are more superior in status - wise than him. When this happens, it becomes very hard for the headteacher to carryout his administrative duties effectively. It is important therefore, that the headteacher be of equal if not better academic qualifications than those under him. He should also have more experience in order to execute his duties with confidence.
Age can cause problems in educational administration. For instance, if the headteacher is very old he/she may not understand the young teachers as a result of the generation gap. Majority of headteachers are mature people but they have to deal with young teachers who seem rebellious because of the college hang-over. Sometimes, because of this rebelliousness, headteachers find themselves at loggerheads with some of their young staff. The headteacher too could be too young to understand the expectations of the older teachers.

2.2.2 Intra-Organizational Problems

Intra-organizational problems are those that are internal. They are from within the organization and like the personal problems, fall under various categories.

(a) Physical Facilities

Studies carried by Mbaabu (1983) revealed that lack of physical facilities, materials, equipment and books is the major intra-organizational problem that headteachers are faced with. Considering the fact that most of the schools are very big and
have huge enrolment, this poses a real problem to the headteacher. The more the children, the more physical facilities are needed, for example classrooms and other necessary facilities for instructional purposes. Due to the increased number of children in our schools the classrooms are not enough and those that are there are congested. In most schools, classes have over fifty children. This is a major and very disturbing problem to many school headteachers because instruction cannot be done effectively in such large classes and the pupils' learning will suffer and when they subsequently perform poorly in national examinations, headteachers are blamed.

The enlargement of schools creates many problems for the head-teachers because, the education authorities do not allow him to collect building funds from the pupils, nor is he allowed to suspend any pupil for failure to pay school funds. He is supposed to call a parents meeting and discuss the issue, and this might take considerable time. Even when an issue has been discussed, approved and minuted, the actual exercise of collecting funds is wrought with problems for not all parents are willing and able to pay their dues in time.
Again, due to the enlarged schools the headteachers have problems in the storage of supplies. There are not enough storage facilities. This is a serious problem because, if the school supplies are not properly stored, breakages and damages do occur and loses sustained. When this happens, the headteacher is held responsible.

Big schools have big numbers of pupils and teachers. This increases the headteachers responsibility in terms of discipline and supervision. Increased number of pupils also means that the headteacher has to address himself to a wider parent audience, and each parent bringing in additional demands and expectations on the school.

(b) Financial Problems

Another intra-organizational problem that faces many headteachers is the procurement, management and control of school finance. In his research, Mbaabu (1983) has observed that this is a very serious problem, especially with the 8-4-4 system of education which is practical oriented and which requires that science laboratories, home science blocks and workshops be built and equipped. The financial obligation on the parents is prohibitive.
Even with the available finances the headteachers occasionally find themselves in problems because of financial mismanagement or misappropriation. Proper financial accounting in schools requires a proper financial accounting system which in turn requires the appropriate financial accounting personnel for example Accounts Clerks or Bursars. Unfortunately, for most primary headteachers such personnel are not available to help them in managing school accounts.

If a headteacher does not know how to handle the school funds he/she can face many problems with the parents, the education authorities and the public at large. He should know how to use the correct procedures in collecting and disbursing money. Failure to that may lead to what Elsbree (1967), refers to as:

"Financial chaos, slipshod methods of raising money, numerous scattered accounts, careless and unbusiness-like methods of book-keeping, squandered, lost or misappropriated funds unauthorised and unsupervised purchases, unpaid bills, and unaccountable deficits ... and conflicts between organizations".

Nwagwu (1978), stresses the importance of proper administration of school funds when he says:
"The main purpose of school business administration is to ensure that, maximum education use is made of all funds invested in the school system. On the other hand, wasteful or unnecessary expenditure of school funds is frowned upon by the public which in the final analysis pays for the education service." 

It is therefore, essential that headteachers know some of the principles of sound financial management. In addition, good leadership is accompanied by proper planning, organising, directing, controlling decision making and so on.

(c) Maintaining Good Staff Personnel

Another area in which headteachers face problems is in maintaining good staff, personnel. It is difficult to deal with a group of individuals who obviously have differences in their personalities. Within the group, some teachers have very negative attitudes towards work. Others lack commitment and dedication towards their profession. Others have a very bad reputation, particularly if they display unbecoming behaviour.

Dealing with such personnel, requires very good leadership, capable of creating harmony, promoting good staff morale and a climate conducive to good teaching and learning within the school.
(d) Behavioural or Discipline Problems

In his administrative duties, the headteacher is faced with the problem of disciplining both teachers and pupils; that is guiding them to make decisions responsibly. As such, he should have a thorough knowledge of discipline as a subject. He should also know how to discipline his teachers, pupils and auxiliary staff. The headteacher should have tactics and ways of disciplining teachers and pupils.

At times, it is a pity that when the headteacher or his teachers try to discipline a pupil, the parents take them to court. To avoid such situations, headteachers should be very careful in the way they mete out punishment on pupils.

Similarly, headteachers should be careful while disciplining teachers as cases of them (heads) being attacked by their teachers are known. For example, the Daily Nation of April 19th, 1982 had this to report:

"A primary school teacher who attacked his headmaster with a somali sword for reporting him to the T.S.C. has been fined Ksh. 1,000.00 or 6 months jail in default by the Eldoret magistrate Nicholas Opele. Julius Kiber was charged that he attacked
Mr. Boaz Muleji at Sindet Primary School in Wasp in Gishu District after he was reported for allegedly making a school girl pregnant. The court heard that Kibert attacked the headmaster when the T.S.C. interdicted him.9

(e) Staff and Staffing

When a school is understaffed the headteacher is faced with a big problem, because, some classes will stay without teachers and the available teachers will be overworked. When there is a shortage of teaching staff, the pupils will not get adequate instruction and as a result their academic performance will be poor. When this happens the headteacher is the first person to be blamed. If the available teachers are overworked for a long time, they may refuse to teach more than the official load leading to more problems for the headteacher as this can even provoke the students to riot. Indiscipline may also result because pupils who are idle may not know how to study on their own instead, they may utilize that time in socially unacceptable behaviours.

In cases where untrained teachers are posted to a school, heads face additional problems because initially, such teachers are very deficient in many teaching/learning activities. Students are even known to refuse to be taught by such teachers.
Sometimes, teachers from far are posted to schools which do not have adequate staff accommodation facilities. Such teachers may seek transfers elsewhere or become lethargic in their duties.

(f) Nature of the Job

The nature of the job can also bring problems to the headteacher. A school head has too many responsibilities that need his personal attention. Most of these responsibilities require careful, efficient, effective and competent handling. In addition, headteachers are supposed to have a reasonable teaching load on top of his administrative tasks. This becomes a very heavy burden for him.

Heads are also required to know all the pupils in his school personally in order to be aware of their individual needs and differences and cater for them. Unfortunately, the sheer size of the pupils population renders this impossible. Some indisciplined pupils may take advantage of this and influence the discipline standards of the school. When there is indiscipline in the school the headteacher is naturally to blame other mitigating factors not withstanding.
2.2.3 Extra-Organizational Problems

Extra-organizational problems are the external problems from outside the school. Like the intra-organizational problems, they can be really worrisome and may lead to headteacher's calling it quits. Among the external problems we have:

(a) Religious Factors

These are problems pertaining to religious issues. Sometimes, conflicts are created by various religious denominations which claim affiliation to school. This is a serious problem because it creates tension and disunity within the school community. Gradually, school standards decline. In the final analysis, the headteacher is blamed for this unfortunate state of affairs, yet most heads find themselves handicapped when matters of religious nature are involved and they are not alone in this one, for religious problems are delicate and can be very volatile. Such problems require the intervention of other people especially the educational authorities.
(b) Relationship Between Parents Association and School Committee

Before the Presidential directive in 1985, directing all educational institutions to establish Parents Teachers Association (P.T.A.), the school committee was hitherto the sole body in charge of primary school management. Consequently, upon the establishment of P.T.A., the roles of these two bodies has never been made quite distinct. Hence, the two bodies often find themselves at opposing ends as far as school issues are concerned with the poor headteacher at a loss as to which group he really belongs.

P.T.A. is supposed to seek funds while the school committee is supposed to spend the funds. Some P.T.A. members find such an arrangement untenable. hence, the lack of harmonious collaboration. There is therefore, a need to clearly separate the roles of these two bodies so that the headteacher may know his role vis-a-vis the two groups and minimise conflict and mistrust between the two and save headteachers embarrassment of having to reconcile both parties.
(c) Problems Caused by Parents

Parents have frequent dealings and interaction with the schools to which their children attend. In the course of these dealings and interactions, problems may surface. Such problems may occur when parents for instance, side with their children where the school and the pupil find themselves in disagreement, no matter which party might be in the wrong.

If a parent supports a child even when it has been shown to him that the child has erred, then that child might develop negative attitudes towards the teachers or headteachers and teaching and learning may not take place. Powerful and influential parents have been known to interfere in matters involving discipline of their children. When this happens, the children so defended may walk roughshod over school rules and regulations and this might severely compromise school disciplinary process.

This will also have the effect of eroding the headteachers' powers and authority in the school with disastrous consequences on the teaching learning process.
Sometimes, the parents are not cooperative with the headteacher when their children are sent home to collect school funds. Some parents become very rude and may even assault the headteacher. Again with unpleasant consequences.

(d) Public Criticism

Another problem emanating from the community is that of public criticism through mass media or public barazas or informally in public places of the school personnel especially the head and his teachers. If for example, the examination results are poor the faculty is criticised through radio, newspapers and in other public gatherings. The poor examinations could be due to other factors not directly and exclusively attributable to the faculty, such as lack of resources, shortage of teaching staff and so on.

Such criticisms whether valid or invalid make the social milieu lose confidence with the headteacher with dire consequences on the smooth running of the school.
(e) Hostility from Community

Hostility from the community towards the school may hamper the effective running of a school. The parents, other members of the community may become indifferent, hostile and uncooperative in the welfare of the school, resulting in the stalling of school programmes and projects which depend on community moral and financial support.

Sometimes, the community may be unfriendly because the headteacher has been imposed on them, is from a different ethnic group or for one reason or another is unpopular.

Sometimes, a head may be green or deficient in several ways. He may lack proper training, initiative or be slow in understanding and adapting to new work situations. In retaliation, the community may withdraw their support thus crippling the school programmes.

Sometimes, the community may be unwilling to participate or contribute to school programmes because the headteacher has a very poor public relations policy or his communication system is faulty.
A school is not an Island, but a part of the community in which it is located. The progress of the school will depend largely on how much it is succeeding in meeting the aspirations and expectations of the society. For the society to feel that they belong to a school, the headteacher must actively and deliberately involve the community in the welfare of the school.

Finally, headteachers may face hostility from the community because of involving themselves in local politics, religious conflicts or groupings and other sectarian matters of the delicate nature. Again, with unfavourable results.

(f) Misuse of School/Community Property

Another problem that usually confronts headteachers in the administration of their schools is when the community misuses school property or when the school misuses community property. The headteacher can avoid such problems by committing the school in writing to be held responsible for any of the community property that may inadvertently be damaged and vice-versa.
(g) **Legal Problems**

The legal problems include the laws of the land, statutory rules and regulations, government policies and code of ethics.

Teachers can sue and be sued for litigations arising out of the discharge of their duties. Such litigations can cause problems especially where they involve legal implications. An example is when the government issues a directive that headteachers should not send pupils home for failure to pay school funds. On such problems, Nelson Osiemo in the *Sunday Nation* of February 8th 1981, p. 5, Column I reported what the Ministry of Education directed thus:

"The Ministry of Basic Education will take strong measures against headteachers in primary schools who penalise pupils for failing to pay building funds ..."

This shows that whereas the headteacher are expected to collect school funds for promoting school programmes, they are not equipped with the means to make the parents comply with their directives. Failure to promote school development is usually blamed on the headteachers.
FOOTNOTES TO CHAPTER II


CHAPTER III

3.0 METHODOLOGY OF THE STUDY

Research Design

This study was a simple survey on the administrative problems faced by primary school Head teachers in Nyeri Municipality.

3.1 The Sample

The sample was to be limited to 22 headteachers of the original Nyeri Municipality primary schools. The researcher intended to sample all the headteachers inorder to take care of such attributes as experience, age, sex, young/old, female and male, sponsorship, qualifications and so on.

Nyeri Municipality has a total of 25 schools. Of these 5 are high cost schools. 3 of these are spored by religious organizations and 2 are entirely private schools. Except for the later the others have Teacher's Service Commission (TSC) appointed Headteachers.

Nyeri Municipality covers an area of approximately 50 sq. kms. but the actual Nyeri town covers only a quarter of this area. Over 18 schools
are outside the town while only 5 are actually inside the town itself. Therefore most of the schools are essentially in the rural areas and are lacking in much needed physical facilities such as workshops and adequate play grounds.

I had intended to administer my questionnaire to all the 25 Headteachers. Unfortunately, one Headteacher passed away a day before my intended visit. Another Headteacher left for 9 months study tour overseas and left behind a very green deputy to act as Headmaster. The other Headteacher of one of the private schools was unwilling to respond to the questionnaire. Hence I ended up with 22 respondents who represent 88% of the intended sample size and are representative enough to serve the intended purpose without seriously compromising the results.

3.2 Research Instruments (Tools)

The researcher used a questionnaire to collect the required data. In addition, there was a face to face discussion where necessary to clarify some of the points noted by the headteachers which the researcher needed clarification. The questionnaire was not a standard tool. Therefore, the researcher had to pilot test it using three headteachers. The three headteachers used in the pilot study were
not used in the final study.

The questionnaire was divided into four main sections.

**Section A:** Sought general information concerning the headteacher and his personal details such as age, sex, professional and academic qualifications experience, in administration and so on.

**Section B:** This section sought general and relevant information about the school. For instance pupil and staff enrolment, staff academic and professional experience, adequacy or inadequacy of physical facilities and so on.

**Section C:** Included the most common administrative problem areas. Heads were required to rank the administrative problems in their degree of difficulty starting with the most persistent problem to the least.
Section D: This section was provided for headteachers' comments and additional information on administrative problems.

I visited the schools and introduced myself to the headteachers and explained to them the purpose of my visit. I then produced my letter of introduction from the university and a written authority from the Municipal Education Officer.

Then I presented the questionnaire to the headteacher and together quickly went through the questions explaining how it was to be completed and the expected time of completion and collection.

I assured the respondents of complete confidentiality and guarantee of no victimisation on the information supplied.

I also informed the respondents that it was not necessary to reveal their identity anywhere on the questionnaire.
3.3 Collection of Data in the Study

The questionnaire was meant for the headteachers and was administered personally by the researcher. The questionnaire was left with the headteacher for a period of one week. After which the researcher went back to obtain the results. It was at this juncture that the clarification discussion took place.

3.4 Analysis of Data Collected

The researcher analysed the data collected by use of frequency tables, rating scores and percentages where applicable as well as descriptive statistics. There was no inferential or associative statistics as this study was a simple survey.
CHAPTER IV

4.0. DATA ANALYSIS

The study was concerned with the administrative problems facing primary school Headteachers in Nyeri Municipality.

The aims of the study were to:

1. To find out the current problems that are experienced by primary school headteachers in the course of their administrative duties in the implementation of the 8-4-4 curriculum.

2. To ascertain the seriousness of such problems.

4.1. Presentation and analysis of Data

The Questionnaire to Headteachers

The questionnaire served on the Headteachers contained 30 items divided into 3 categories of 10 problems each. These three categories were:

a) Personal or human problems
b) Intra-organizational problems
c) Extra-organization problems.
From among these 10 problems in each category respondents were required to rank the problems in order of seriousness starting with the most serious as number one (1) and ending with the least serious as number ten (10).

4.2. Data analysis and findings

In responding to the questionnaire, the respondents ranked the 30 problems indicated in the three categories of 10 problems each in the order of seriousness.

The following tables show the rankings of the problems by the respondents. This is indicated on the column named rank order.

The second column is the rating score column. Here the researcher has awarded points to each ranking position. The problem ranked first in each category is awarded ten points and the second is awarded nine points all the way to the tenth ranked problem which is awarded one point.

Now, by adding up the total points gained, the researcher has been able to come out with the most serious problem being the one with the
lowest score. If a particular problem was ranked highest by all the 22 respondents, the highest would be 220 points. Again if a particular problem was ranked lowest by all the 22 respondents it would score 22 points in total. Therefore, the highest score possible is 220 points and the lowest score is 22 points.

The third column in each table indicates the percentage of sample choosing factor. With N=22, The percentages shown against each problem is the percentage score of each problem as rated from the respondents rankings.
<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Rating Scores</th>
<th>% of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>176</td>
<td>80%</td>
</tr>
<tr>
<td>2.</td>
<td>176</td>
<td>80%</td>
</tr>
<tr>
<td>3.</td>
<td>164</td>
<td>74.54%</td>
</tr>
<tr>
<td>4.</td>
<td>154</td>
<td>70.0%</td>
</tr>
<tr>
<td>5.</td>
<td>132</td>
<td>60.0%</td>
</tr>
<tr>
<td>6.</td>
<td>104</td>
<td>47.27%</td>
</tr>
<tr>
<td>7.</td>
<td>102</td>
<td>46.36%</td>
</tr>
<tr>
<td>8.</td>
<td>80</td>
<td>36.36%</td>
</tr>
<tr>
<td>9.</td>
<td>68</td>
<td>30.9%</td>
</tr>
<tr>
<td>10.</td>
<td>54</td>
<td>24.54%</td>
</tr>
</tbody>
</table>
It would appear from Table I that the major problems facing Headteachers which are brought about by his or her own inadequacies or shortcomings are:

1) Inadequacy of time
2) Lack of accounting and auditing knowledge.

18 out of 22 Headteachers representing 80% of the total sample ranked these two problems as being of equal rank in seriousness.

They felt that so much is expected of Headteachers in this new system of education that they simply do not have the time to attend to all these issues that require the head's personal attention. And which cannot be delegated to the Deputy or other teachers because they are also fully loaded.

Similarly the 8-4-4 system of education needs financial accounting knowledge that Headteachers who have no accounting knowledge are unable to keep proper books of accounts and are finding themselves in serious trouble with the public over financial control.

The third most serious problem is that of the inability to keep proper and up to date school records. This arises out of lack of time and
technical knowhow. Indeed, most of the other problems listed under this category seem to be few one way or other to lack of time and necessary skills for a certain task.

Therefore headteachers are overloaded with work. They also need properly qualified personnel to handle school accounts and other equipment and stores.
<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Intra-Organizational Problems</th>
<th>Rating Score</th>
<th>% of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of sufficient teaching learning resources</td>
<td>182</td>
<td>82.73%</td>
</tr>
<tr>
<td>2.</td>
<td>Ensuring that teachers are committed and dedicated to their work</td>
<td>164</td>
<td>74.54%</td>
</tr>
<tr>
<td>3.</td>
<td>Up-dating the teaching time-table to accommodate transfer leaves and unscheduled staff shortages</td>
<td>154</td>
<td>70.0%</td>
</tr>
<tr>
<td>4.</td>
<td>Lack of inservice courses for teachers in order to cope with new and additional curriculum changes</td>
<td>136</td>
<td>61.81%</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of appropriately qualified teachers</td>
<td>134</td>
<td>60.9%</td>
</tr>
<tr>
<td>6.</td>
<td>Absenteeism of pupils</td>
<td>128</td>
<td>58.18%</td>
</tr>
<tr>
<td>7.</td>
<td>Lack of harmonious collaboration among staff</td>
<td>120</td>
<td>54.54%</td>
</tr>
<tr>
<td>8.</td>
<td>Competition among staff for favours from the Headteacher</td>
<td>82</td>
<td>37/27%</td>
</tr>
<tr>
<td>9.</td>
<td>Lack of support and loyalty from Deputy Headteacher</td>
<td>60</td>
<td>27.27%</td>
</tr>
<tr>
<td>10.</td>
<td>Drug abuse and alcoholism</td>
<td>50</td>
<td>22.72%</td>
</tr>
</tbody>
</table>
From the above Table II, it would appear that most Headteachers consider problems which are internal that is within the particular school as the most serious of all.

Under this category the greatest problem facing Headteachers is lack of sufficient teaching/learning resources.

Of the 22 heads sampled 19 Heads listed this problem as the most acute one in the light of the 8-4-4 curriculum. Indeed it is the problem that was rated highest out of the 30 problems in the questionnaire. Indeed, it is only the 2 heads of the purely private schools who did not rank the above problem as number one. Most Heads felt that the physical and material resources needed to effectively implement the 8-4-4 curriculum require huge sums of money. They also feel that in spite of a lot of effort by parents they are very far from attaining optimum level for operations. They feel that there is a limit to how much a parent can afford to pay for his or her children's education. In short the cost of providing physical and material resources for the 8-4-4 system of education is too high to be wholly shouldered by parents alone.
The second most serious problem is rather interesting. A total of 16 heads representing 74% of the total sample reported having problems with teachers commitment and dedication to duty. Headteachers agree with their teachers that primary school teachers and indeed the teaching profession as a whole has been slighted and denied the rightful recognition and respect that it deserves from the Government. The heads were quick to compare their education and years in training and the education and years of training of policemen and the corresponding salaries of the two.

The third most serious problem is related to the nature of urban schools. 80% of the heads felt that being town schools they found themselves with proportionately higher numbers of female teachers than rural schools. The heads reported that female teachers have a higher incidence of absenteeism than male teachers. They also reported that most of these female teachers were wives of officers working in the town and their stay in a particular town or school is controlled by their husbands. So there are more and frequent cases of transfers in urban schools. Adjusting to these staff shortages is quite a problem and a source of headache for many heads.
Out of the 22 heads sampled, 15 heads representing 70% of the total sample considered this a very serious problem.

At the extreme end of the problems, it was gratifying to note that the problem of Drug abuse among pupils was not serious in our primary schools. In fact only 2 heads out of the 22 sampled said that they had dealt with such cases on a serious magnitude.
### TABLE III

**Extra-Organizational Problems**

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Rating Score</th>
<th>% of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raising and obtaining adequate funds to finance school programmes</td>
<td>174</td>
<td>79.9%</td>
</tr>
<tr>
<td>2. Lack of parental assistance in disciplining pupils</td>
<td>156</td>
<td>70.9%</td>
</tr>
<tr>
<td>3. Interpretation of Government and political pronouncements</td>
<td>136</td>
<td>61.81%</td>
</tr>
<tr>
<td>4. Dealing with religious and political leadership differences within the community which affect the running of the school</td>
<td>134</td>
<td>60.9%</td>
</tr>
<tr>
<td>5. Providing sound communication system between the school and community</td>
<td>126</td>
<td>57.57%</td>
</tr>
<tr>
<td>6. Dealing with an unenlightened community</td>
<td>108</td>
<td>49.09%</td>
</tr>
<tr>
<td>7. Lack of cooperation from parents</td>
<td>104</td>
<td>47.27%</td>
</tr>
<tr>
<td>8. Running a school with a community that does not wholly appreciate the Headteacher</td>
<td>98</td>
<td>44.65%</td>
</tr>
<tr>
<td>9. Lack of sufficient support from the Education office</td>
<td>88</td>
<td>40.0%</td>
</tr>
<tr>
<td>10. Creating a Healthy parents teachers relationship</td>
<td>84</td>
<td>38.18%</td>
</tr>
</tbody>
</table>
From the information contained in Table III, we can see that among the external problems from outside the school that of raising and obtaining adequate funds received the highest rank of seriousness. Of the 22 heads sampled no less than 18 heads admitted that this was a real problem facing them. The heads felt that they were supposed to initiate development projects in their schools and they were also expected to come up with the ways and means of funding such activities. Most heads admitted that raising money in sufficient amounts through donations and contributions to meet the obligations of the 8-4-4 curriculum is a thorn in their flesh.

This problem was further compounded by Government and policy pronouncements outlining the procedure to be followed by schools when it came to seeking development funds. Heads felt that due to government directives, they were left with no effective means of ensuring that parents shouldered the responsibility of educating their children.

The heads also felt that parents were increasingly becoming lenient with their children to an extent that they felt some parents had abdicated their
role of disciplining children. Hence the heads felt that the parents had left this vital task of bringing up a child to the teacher yet children actually spent more hours with their parents than with their teachers. In addition, some parents simply do not leave teachers to prescribe the appropriate disciplinary measures for their erring children. Some parents even dictate to heads on how their children should be disciplined. Some parents are opposed to some disciplinary measures meted to their children.
TABLE IV

Summary of Tables I-III

Summary of the 30 major problems facing headteachers of primary schools in Nyeri Municipality in order of seriousness starting with the most serious problem as number one (1) and the least serious as number thirty (30).

<table>
<thead>
<tr>
<th>Rank Order</th>
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<th>% of Sample</th>
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<tbody>
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<td>7.</td>
<td>156</td>
<td>70.9%</td>
</tr>
<tr>
<td>8.</td>
<td>154</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

1. Lack of sufficient teaching/learning resources
2. Lack of time to deal with day to day affairs of the school
3. Accounting and Auditing for everything in school service
4. Raising and obtaining adequate funds to finance school programmes
5. Ensuring that teachers are committed and dedicated to their work
6. Keeping all types of school records in order and up to date
7. Lack of parental assistance in disciplining pupils
8. Managing and maintaining all school buildings, grounds, equipments, and facilities.
Table IV Contd.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>9.</td>
<td>Up dating the teaching timetable to accommodate transfers, leaves and unscheduled staff shortages</td>
<td>154</td>
<td>70.0%</td>
</tr>
<tr>
<td>10.</td>
<td>Interpretation of Government and political pronouncements</td>
<td>136</td>
<td>61.81%</td>
</tr>
<tr>
<td>11.</td>
<td>Lack of inservice courses for teachers in order to cope with new and additional curriculum changes</td>
<td>136</td>
<td>61.81%</td>
</tr>
<tr>
<td>12.</td>
<td>Dealing with religious and political leadership differences within the community which affect running of the school</td>
<td>134</td>
<td>60.9%</td>
</tr>
<tr>
<td>13.</td>
<td>Lack of adequate pre-service training in educational administration</td>
<td>134</td>
<td>60.9%</td>
</tr>
<tr>
<td>14.</td>
<td>Lack of appropriately qualified teachers</td>
<td>132</td>
<td>60.0%</td>
</tr>
<tr>
<td>15.</td>
<td>Providing sound communications systems between the school and community</td>
<td>128</td>
<td>58.18%</td>
</tr>
<tr>
<td>16.</td>
<td>Absenteeism of pupils</td>
<td>126</td>
<td>57.27%</td>
</tr>
<tr>
<td>17.</td>
<td>Dealing with an unenlightened community</td>
<td>120</td>
<td>54.54%</td>
</tr>
<tr>
<td>18.</td>
<td>Lack of harmonious collaboration among staff</td>
<td>108</td>
<td>49.08%</td>
</tr>
<tr>
<td>19.</td>
<td>Lack of cooperation from parents</td>
<td>104</td>
<td>47.27%</td>
</tr>
<tr>
<td>20.</td>
<td>Reporting pupils progress to parents</td>
<td>104</td>
<td>47.27%</td>
</tr>
<tr>
<td></td>
<td>Lack of sufficient skills and techniques necessary to conduct an effective supervision and evaluation of instruction</td>
<td>102</td>
<td>46.36%</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>22</td>
<td>Running a school with a community that does not wholly accept the headteacher</td>
<td>98</td>
<td>44.54%</td>
</tr>
<tr>
<td>23</td>
<td>Lack of sufficient support from the Education office</td>
<td>88</td>
<td>40.0%</td>
</tr>
<tr>
<td>24</td>
<td>Competition among staff for favours from the head</td>
<td>84</td>
<td>38.18%</td>
</tr>
<tr>
<td>25</td>
<td>Creating a healthy parents-teachers relationship</td>
<td>82</td>
<td>37.27%</td>
</tr>
<tr>
<td>26</td>
<td>Coping with people in general</td>
<td>80</td>
<td>36.36%</td>
</tr>
<tr>
<td>27</td>
<td>Having older and more experienced teachers under me</td>
<td>68</td>
<td>30.9%</td>
</tr>
<tr>
<td>28</td>
<td>Lack of support and loyalty from Deputy headteacher</td>
<td>60</td>
<td>27.27%</td>
</tr>
<tr>
<td>29</td>
<td>Having better qualified teachers both academically and professionally under me</td>
<td>54</td>
<td>24.54%</td>
</tr>
<tr>
<td>30</td>
<td>Drug abuse and alcoholism</td>
<td>50</td>
<td>22.72%</td>
</tr>
</tbody>
</table>
From the above summary we can see that of the total 30 administrative problems contained in the questionnaire to the heads, the problem that was rated highest in terms of seriousness was lack of sufficient teaching/learning resources. This problem received a rating score of 182 out of a possible 220 representing 82.72% of the total respondents.

The seriousness of this problem cannot be over-emphasized. This is a problem within the school and which cannot be blamed on any shortcomings of the headteacher or blamed on external factors. Most of the teaching/learning resources required in the 8-4-4 curriculum require money and lots of it. There is a limit in how much parents can afford in meeting these expenses. There is also the limit of how far headteachers can go in impressing upon parents the need to finance their children's education. I admit that there is also a limit to how much a young and developing nation like ours can afford to spend on education.

We all seem to be in agreement as to the enormous cost involved in providing for the 8-4-4 curriculum. Therefore this is not a problem for heads alone. It calls for everyone's attention
the ministry, the politicians, parents and indeed the entire community.

The second most serious problem is lack of time to deal with day to day affairs of the school. This is a personal problem. But since so many heads rate it so highly we can reasonably suspect that the headteachers workload is burdensome. It just can be that 80% of all heads are lazy and can not get time to deal with those affairs which concern them most.

The third most serious problem is concerned with accounting and auditing for everything in school service. 18 out of 22 heads sampled indicated this to be the most serious problem. This represents 80% of the total respondents. In fact this problem was rated as highly as the problem of lack of time. It is a problem from without the institution. It is a serious problem because most if not all of our primary school heads have had no prior training in accounts or Book-keeping. Who can therefore blame them when they are found deficient in this area. With the 8-4-4 system of education our primary school heads handle larger school budgets than ever before. To be able to account for all that money a sound financial system is
required for each of our primary schools. But such a system cannot exist unless there is a competent financial management policy in the school. But such a policy cannot be there unless there is a competent financial management team. Now if the headteacher is not trained in the art of Bookkeeping he/she cannot be able to maintain a sound financial control. Therefore, heads are expected to perform a task for which they are ill-prepared for. Hence, the acuteness of the problem. Before the introduction of the 8-4-4 system of education this used to be the single most serious problem that our primary school headteachers faced.

Raising and obtaining adequate funds to finance school programmes is the fourth most serious problem. But again, this is an extra-organizational problem which a headteacher has very little personal control. In other words it is a problem involving other people as well.

Ensuring that teachers are committed and dedicated to their work is of course a headteachers problem. However, heads have very little say if any over the compensation policy of teachers. He/she is in fact affected by the policy governing
the compensation package. Again this is a problem borne by the headteacher but which actually should be on the shoulders of other people.

All the other problems are either related to lack of funds, lack of time, lack of appropriate skills and technical know-how or extra-organizational problems for which the headteacher has no control over. Similarly some intra-organizational problems like establishment qualifications and so on are imposed on headteachers. Heads have no say when it comes to posting of teachers.

However, very few heads would admit that they feel uncomfortable working with classroom teachers who are better qualified both academically and professionally than them. And this is understandable.

Nevertheless it is encouraging to note that the problem of drug abuse is not widespread in our primary schools but this is no reason to be complacent. Statistics can be misleading and the problem may be more prevalent than heads are ready to admit especially in our urban schools.

From the study, it can be deduced that some headteachers experience some specific problems.
For example newly appointed headteachers or those with very little administrative experience feel that the preservice training in educational administration is thoroughly inadequate.

Secondly, it is the feeling of some heads that they are not getting sufficient moral support from the education office when they are faced with some intra and extra organizational problems such as pupils indiscipline or religious and political interferences.

Finally, it is the feelings of some headteachers that most of the teachers under their charge were not adequately prepared for the 8-4-4 curriculum and are therefore still on the trial-and-error stage of decision making.
5.0. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

5.1. Summary

The concern of this study was to find out the administrative problems facing primary school headteachers in Nyeri Municipality. The opinions of 22 headteachers were sought and obtained through a questionnaire prepared and administered by the researcher himself. The construction and administration of this questionnaire are outlined in chapter III of this project.

Prior to this a review of the literature related to the problem of primary schools management and administration had been adequately covered in chapter II of this project.

A background of the problems related to school administration and the roles, duties and responsibilities of a primary school head were highlighted in chapter I of this project.

The analysis of data tabulated in chapter IV shows the major problems facing primary school heads in primary schools in Nyeri Municipality as they grapple with the implications of the 8-4-4
5.2. Conclusions

This research has led the researcher to arrive at certain conclusions about the problems headteachers are facing and will be facing as we enter into the last decade of the 20th century. These are:

5.2.1. That the full implications and ramifications of the 8-4-4 system of education are as yet to be realised either by the policy makers or planners or by the implementors - that is the field officers - headteachers included.

5.2.2. That the administration of primary schools today is no longer an-anyone-can-do-it affair; it is a very demanding, involving and an exacting responsibility.

5.2.3. That in the 1980s the most serious problems facing primary school headteachers were in the area of finance, supervision, leadership differences, conflict between the P.T.A. and school committees and obtaining adequate supplies and materials. Today and in the foreseeable future, the greatest problems that the headteachers are going to face
as the year 2000 approaches are, the problem of how, when and where to get teaching/learning resources for the implementation of the 8-4-4 curriculum, who will keep and maintain my accounts and other school records, where to get the time to attend to most if not all of the school affairs demand the heads personal attention, where to get funds to finance this school programme, and finally how do I get the faculty to be fully committed and dedicated to their work. This will by no means be an easy task.

5.3. Recommendations

On the basis of the data gathered and analysed, the researcher recommends:

5.3.1. That in order to fully implement the 8-4-4 curriculum and ensure parity in the quality and quantity of the facilities so provided, alternative methods of funding the construction and equipping of the physical facilities needed thereof be found.

5.3.2. That primary schools through the Ministry of Education should engage full time clerks, typists and Bursars to handle some of the work now being done by headteachers.
5.3.3. That the appointment of primary school headteachers become a very serious business to be entrusted to and exclusively to the Teachers Service Commission or if found necessary the Public Service Commission.

5.3.4. That the post of primary school headship become a substantive appointment and be remunerated as such. The responsibility allowance payment based on the size of the school can no longer be justified.

5.3.5. That the minimum academic qualifications of a primary school headteacher should be a good 'A' level pass coupled with a minimum S1 professional qualification.

5.3.6. That it is the high time that we recognized the important role that the primary school teacher plays in moulding and shaping young people for their future role in national development. One way of showing that we recognize and appreciate his/her importance is by providing an adequate compensation package plus other incentives and privileges enjoyed by similar workers in the civil or private service.
5.4. Suggestions for further research

The above recommendations not withstanding, I feel that there is still some aspects of primary school headship that require further research. Some of these areas include:

5.4.1. A study to ascertain whether rural and urban primary school headteachers face similar problems.

5.4.2. A study to establish whether male and female headteachers of primary schools face similar or dissimilar problems.

5.4.3. A study to establish whether there is any correlation between a headteacher's academic qualifications and his/her effectiveness as an administrator.


7. Kelly, Frank, "The Principal - School Manager or Educational Leader?" *Teacher Education*, No. 20 (April, 1982), University of Toronto.


Dear Sir/Madam,

TO WHOM IT MAY CONCERN

The bearer is a bonafide 2nd year student of the M.Ed. (PTE) programme at Kenyatta University in the Department of Educational Communication and Technology.

Kindly assist him in the collection of information for his project.

Thanking you for the anticipated assistance.

Yours sincerely

OCHIENG MOYA
M.ED. PTE COURSE CO-ORDINATOR
OM/gr.
APPENDIX B

Letter to the Headteachers

Mr. S.M. Gathinji
Dept. of Ed. Plan. &
Curr. Development
Kenyatta University
P O Box 43844
NAIROBI

The Headteacher

Dear Headteacher,

I am a postgraduate student at Kenyatta University. I am undertaking a research study in the field of Primary Teacher Education. You have been chosen to participate in this study.

The questionnaire intends to find out the nature of administrative problems which you may be experiencing in the course of your work.

Your cooperation in answering the questions truthfully, will go along way in helping us to understand the contributions of headteachers in the field of education.

Thanking in advance.

Yours faithfully,

S.M. GATHINJI
RESEARCHER
Questionnaire for the Study

Please fill in all the sections of this questionnaire. Do not write your name anywhere in the questionnaire. Your answers will be treated in strict confidence.

Section A

1. Male or Female?

2. Age

3. Number of years as headteacher

4. Number of years taught before promotion to headship

5. Number of years as headteacher in present school

6. Number of schools other than this one as headteacher

7. Professional qualifications, (P4, P3, P2, P1, S1, Approved, Graduate, etc)
8. Academic qualifications

(KCPE or equivalent
KJSE or equivalent
"O" level or equivalent
"A" level or equivalent
Graduate or equivalent).

9. What classes (if any) do you teach? ________

Section B

10. Year the school started __________________________

11. Sponsors of your school __________________________

12. Number of pupils in your school __________________

   Boys __________________________
   Girls __________________________
   Total __________________________

13. Number of teachers in the School? ________________

   Male __________________________
   Female __________________________
   Total __________________________
14. List breakdown of staff by qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT</td>
<td></td>
</tr>
<tr>
<td>P4</td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td></td>
</tr>
<tr>
<td>S1 (Dip. Ed.)</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

15. List the teachers' level of academic qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Education</td>
<td></td>
</tr>
<tr>
<td>KACE or equivalent</td>
<td></td>
</tr>
<tr>
<td>KCE or equivalent</td>
<td></td>
</tr>
<tr>
<td>KJSE</td>
<td></td>
</tr>
<tr>
<td>CPE or equivalent</td>
<td></td>
</tr>
</tbody>
</table>

If any other qualifications, please specify.

16 (a) Do you have any non-teaching staff?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

16 (b) If your answer to 16(a) is yes, specify their work and their number in each category.

<table>
<thead>
<tr>
<th>Kind of Work</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
</tr>
</tbody>
</table>
Section C

Most of the administrative problems faced by primary school heads can be grouped into three areas:

1. Personal or human problems

2. Intra-organizational problems

3. Extra-organizational problems

19. Under each category are listed some of the specific problems pertaining to each area. Read all the problems listed under each category and then rank these problems in order of seriousness starting from the most serious as your number one to the least serious as your number ten.

A. Personal or Human Problems

(i) lack of sufficient skills and techniques necessary to conduct an effective supervision and evaluation of instruction ( )
(ii) Lack of adequate pre-service training in educational administration

(iii) Having older and more experienced teachers under me.

(iv) Having better qualified teachers both academically and professionally under me

(v) Reporting pupils progress to parents

(vi) Coping with people in general

(vii) Lack of time to deal with day-to-day affairs of the school

(viii) Keeping all types of school records in order and up to date

(ix) Accounting and auditing for everything in school service

(x) Managing and maintaining all school buildings, grounds, equipment and facilities.
B. Intra-Organizational Problems

(i) lack of sufficient teaching/learning resources

(ii) Lack of inservice courses for teachers in order to cope with new and 
aditional curriculum changes

(iii) Lack of appropriately qualified teachers

(iv) Ensuring that teachers are committed and dedicated to their work

(v) Up-dating the teaching time-table to accommodate transfers, leaves and 
unscheduled staff shortages

(vi) Lack of harmonious collaboration among staff.

(vii) Absenteeism of pupils

(viii) Drug abuse and alcoholism.

(ix) Competition among staff for favours from the head
C. Extra-Organizational Problems

(i) Lack of cooperation from parents

(ii) Creating a healthy parents-teachers relationship.

(iii) Dealing with religious and political leadership differences within the community which affect the running of the school

(iv) Running a school with a community that does not wholly accept the headteacher

(v) Lack of parental assistance in disciplining pupils

(vi) Lack of sufficient support from the education office

(vii) Dealing with an unenlightened community

(viii) Providing sound communications system between the school and community
(ix) Raising and obtaining adequate funds to finance school programmes

(x) Interpretation of government and political pronouncements.

D. The space below has been provided for you to make comments. Please feel free to make some suggestions and/or recommendations on any aspect of primary school headship that you feel is of concern or importance to the educational system of our country.

You can also put down any other problems you encounter in the course of your headship duties which have not been covered in this questionnaire.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
# APPENDIX D

## Time Schedule for the Study

**1990**

1. **The Proposal:**
   - b) Instrumentation: 21/8/1990
   - d) Checking of proposal by supervisor: 3/10/1990
   - e) Typing of proposal: 20/10/1990

2. **Data Collection:**
   - a) Administration of questionnaire: 22/10/1990
   - b) Collection of completed questionnaire: 29/10/1990

3. **Analysis and Writing of Report:**
   - a) Statistical analysis: 12/11/1990
   - b) Writing the report: 19/11/1990
   - c) Checking of report by supervisor: 10/12/1990

4. **Typing/Binding/Presentation:**
   - a) Typing of report: 17/12/1990
   - b) Binding of report: 28/12/1990
   - c) handing report to supervisor: 3/1/1991

The report to reach the course co-ordinator by January 7th 1991.
## APPENDIX E

**Estimated Budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stationery</td>
<td>Kshs. 850.00</td>
</tr>
<tr>
<td>2. Typing and secretarial services</td>
<td>3350.00</td>
</tr>
<tr>
<td>3. Photocopying</td>
<td>2900.00</td>
</tr>
<tr>
<td>4. Travelling and subsistence</td>
<td>1500.00</td>
</tr>
<tr>
<td>5. Binding</td>
<td>940.00</td>
</tr>
<tr>
<td>6. Miscellaneous (stamps, telephone bills, etc)</td>
<td>95.00</td>
</tr>
</tbody>
</table>

**TOTAL** 9635.00
APPENDIX F

CURRICULUM VITAE

NAME: Samuel Mwangi Gathinji
AGE: 42 Years
SEX: Male
DATE OF BIRTH: 1948
ADDRESS: Dept. of Ed. Communication & Technology
Kenyatta University
P O Box 43844
NAIROBI

ACADEMIC QUALIFICATIONS

1963 - K.P.E. - Miagayuini Primary School
1965 - Form II - Thai Secondary School
1968 - "O" Level - Private Candidate
1970 - "A" Level - Private Candidate

PROFESSIONAL EXPERIENCE

1967 - P2 - Kagumo College
1969 - P1 - Promotion
1971 - S1 - Promotion
1976 - B.Ed. - University of Nairobi

WORKING EXPERIENCE

1968 - Ihururu Primary School (Deputy Headteacher)
1969 - Kanjora Primary School (Games Master)
1970-1973 - Kihingo Primary School (Games Master)
1976 - Karoti Girls Secondary School (Head of History Department)
1977 - Magumu Secondary School (Deputy Headmaster)
1978 - Othaya Boys Secondary School (Deputy Headmaster)
1979-1981 - Othaya Boys Secondary School (Headmaster)
1982-1988 - Hiriga Secondary School (Headmaster)
1989-1990 - M.Ed. (P.T.E) Graduate Student, Kenyatta University.