A STUDY OF ADMINISTRATIVE PROBLEMS FACED BY SECONDARY HEADTEACHERS IN KIAMOKAMA DIVISION, KISII CENTRAL DISTRICT.

BY

JANE NYABERI

A PROJECT SUBMITTED TO THE FACULTY OF EDUCATION IN KENYATTA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE DEGREE OF MASTER OF EDUCATION

APRIL 2002
DECLARATION

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

JANE NYABERI

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

PROF. HENRY O. AYOT Ph.D
PROFESSOR, DEPARTMENT OF COMMUNICATION AND TECHNOLOGY KENYATTA UNIVERSITY
DEDICATION

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The major purpose of this project was to find out the current administrative problems that are faced by headteachers of Kiamokama Educational Division in Kisii Central District.

Ten schools were selected randomly for the study. All the seventeen schools in the division could not be used for the research because of the poor state of the roads during the rainy season.

The tools used for the research were the questionnaires and interviews. All the headteachers were given questionnaires and also interviewed. Two teachers from each school and two students were given questionnaires to complete. Lastly, the BOG and PTA Chairmen were interviewed. The data collected were analyzed using tables that showed frequencies and percentages. After the data were analyzed it was found that headteachers face a lot of problems in administering their schools.

Some of the problems they encountered were:

1. Lack of funds which lead to lack of teaching and learning facilities. Many schools lacked equipped laboratories and libraries. The lack of funds they said was a result of parents failing to pay the school fees. The parents complained about the poor economy and ended
up not paying fees or contributing in worthwhile fundraising exercises. The schools therefore continued having serious financial problems.

2. Lack of enough teachers was a problem experienced by all the schools. The cause they said was non-posting of teachers by the TSC. Some of the subjects that were understaffed were the languages and the science subjects.

3. It was also found that many parents were illiterate and did not understand the value of school or education in general. They failed to encourage their children to work hard in school and also did not see any need to provide for their children materials needed for learning. Many parents also failed to turn up for PTA meetings or disciplinary meetings.

4. Some headteachers faced problems in supervision of instruction. They found that their many duties left them little time to supervise instruction and the teachers were also uncooperative.

5. Some schools experienced very unique problems e.g.
   a. Communities are hostile to the headteachers who do not come from their own communities.
   b. Conflicts between the PTA and BOG on which committee should take supremacy.
   c. Poverty among the community surrounding the school.
On the basis of the data collected the researcher recommend that:

1. There is need to educate the parents on their roles in the education of their children and the need for them to team up with the teachers, if their children are to get quality education.

2. The government should look for alternative ways of funding the schools other than using the parents especially in poverty stricken areas where parents are unable to pay fees or contribute to projects.

3. The headteachers should attend seminars and be in-serviced to gain more knowledge in administration.

4. The headteachers should hold regular meetings where they can discuss their problems and exchange views on how they can solve them.

5. The roles of the PTA and BOG should be clearly spelt out.

6. The headteachers should be appointed on merit and be subjected to interviews before appointment.
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CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Schools are very important institutions for a country. They are established for the sake of providing conditions and services, which enable children to learn. In order for any school to accomplish this objective, proper administration must be established. No matter how well a school is equipped, no matter how well qualified the teaching personnel are, no matter how impressive 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 be fully realized.

The headteacher is the one person who can be termed the nerve centre around whom all the learning/teaching process revolves. Meredyd (1974) says: “The headteacher is the indispensable formulator of the forces of education”.

Like in business, the headteacher is 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. Davis (1921) says of the duties of a headteacher.

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

Society views the headteacher as a very important person. He is responsible for everything that happens in the school. Mbiti (1974) has mentioned the headteachers' responsibilities as:

1. The employer
2. The profession of teaching
3. The community he serves
4. The school staff
5. The parents
6. The school finances.

Apart from the above, he says other duties include formulating school policies, professional development of the staff, maintenance of academic standards in the school,
supervising school finances, providing resources for teaching and learning and community relations. From the foregoing, it is obvious that the headteacher is therefore held responsible for so many duties. Many people agree that the headteachers’ many duties may prove quite difficult for the headteacher at times. Mbaabu (1983) noted:

The headteacher is held responsible for 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 expectation increased to make the headteachers appear harassed, strained and uncertain of themselves and their jobs. Because of these high expectations, the headteachers have a hard task of meeting them. In recognition of this hard tasks Mann (1976), says that:

Schools are not sanctions of harmony or objects of unanimous public-----they are sites of increasing conflicts, targets of growing distrust and objects of decreasing support.

The headteachers today have to deal with unruly and indisciplined students and their irrational parents, demoralised staff members, hostile communities and a
myriad of other problems due to the poor economy. Clearly, all the problems of a school revolve around the headteacher. To compound all this, most headteachers have received little or no training to become headteachers. With no training, the headteachers are bound to have problems in dealing with the many issues that face them.

This study is concerned with the likely problems faced by headteachers in their schools in doing the administrative duties. Other researches have been done in other parts of the country but this research addresses itself to schools in Kiamokama Division of Kisii Central District. This is a very rural setting and the aim of the research is to find out what problems headteachers face there.

1.2. STATEMENT OF THE PROBLEM

The major concern in this study is to find out what constraints or problems headteachers face in their duties as administrators of schools. Gray (1980) says:

One of the primary objectives of administration in an organization is that of co-ordinating the efforts of the members of the organization towards achieving certain goals. The primary aims of educational administration is to improve on teaching and learning,
hence all the activities of the headteacher as the school administrator must be directed towards accomplishing these aims.

In order to achieve the above aim, a headteacher has to work with students, teachers, parents and community members both inside and outside the school. Studies in this area have been done by among others Mbaabu (1983) and Odali (1984) and more recently Githinji (1990). But the headteacher of the '80s is not the same headteacher today. His duties have greatly increased and so have his problems.

This study is therefore concerned with these problems. It tries to investigate whether it is true or not that incompetence of headteachers is due to their lack of training, and therefore responsible for these problems. Could the uncommitted teachers, lack of facilities, indiscipline, uncooperative communities and political influence be responsible for current problems in schools?

There is need for research in this area. The topic has received very little attention in the Kenyan Education
literature. Much of the available literature is research done in countries like United States of America and Britain.

It is very vital therefore that studies be done to ascertain the nature of on-the-job problems that headteachers face in administering their schools.

1.3. THE PURPOSE OF THE STUDY

1. The purpose of this study was to find out and examine the various administrative problems faced by secondary school headteachers in Kiamokama Division of Kisii District.

2. The study also investigates the extent to which these problems hinder the headteachers from carrying out their roles effectively.

3. The study is to explore the administrative problems with a view to suggesting how these problems could be solved and improve the administration and leadership in schools.

4. The other purpose is to provide more research as a continuation of what other researchers as Mbaabu
(1983) and Githinji (1990) and Odali (1984) and others in their studies on problems encountered by headteachers in their schools. Since they did their researches, changes have occurred in the curriculum and therefore there is need to see how these changes have affected headteachers' responsibilities.

1.4. The Significance of the Study

The headteacher in a secondary school has many responsibilities. Furthermore, no formal training in this difficult job is offered to the newly appointed headteacher who runs the school using his teaching experience. Undoubtedly, he relies heavily on the few hints and ideas he gets while at college. With time he is expected to learn to handle the problems which he encounters in his day to day work in the school. It is very important therefore that he identifies and if possible solves these problems. As Great Britain Schools Council (1974) notes.

Constraints inhibit and circumscribe the extent to which an ideal state of affairs can be achieved. The set limits to our best efforts, whatever the setting, whether it is private or public. In the school the lack of facilities, of equipment, books and materials, the teachers level of competence, training or readiness to
cooperate with his colleagues, the rigidity of the time-table, 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.

A part from the above cited problems Olembo (1975) says the headteacher is expected to ensure that students perform well in their national examinations. He has to ensure that proper standards of cleanliness are maintained in the school. He has to contend with members of the community who have problems and imagine that the only person who can help them is the headteacher, parents and others who have an interest in the school who look for the headteacher to solve their problems. In these circumstances, the headteacher has to be innovative and imaginative in order to serve these people satisfactorily. He must guard against failure because it is possible for the problems encountered to be too much for him.

To administer the school effectively, the headteacher needs to provide real organization leadership. Gray (1980) also says the headteacher needs to possess a clear and positive perception of what his position entails and above all guards
against failure. Some of the characteristics that cause
failure are: Anderson D.W. (1969) says:–

Much more important as causes of failure are personality characteristics such as boorishness, lack of tact, unfriendliness, bad temper, bad manners, belligerency and lack of attention.

The aim of this study is to highlight the current problems that are faced by the headteachers of Kiamokama Division in Kisii Central District. It is hoped that the study will be helpful to the headteachers themselves, who as a result may find or develop fresh or alternative means of dealing with these problems.

The study is also hoped to be of help to the supervisors and inspectors of schools who will come face to face with what is actually happening in the schools. They can therefore use the information for guiding the headteachers.

The information here may also be helpful to the teacher training colleges. They may find the information useful when instructing the teacher trainees (some of whom may eventually become headteachers). In this way, they will have
an idea of the expected roles of the headteacher and the
totality of the problems he experiences, and how to tackle
them when they occur. It is hoped also that the findings will
form a basis for further research in future in the area of
secondary school administration in Kenya.

1.5 SCOPE AND LIMITATIONS OF THE STUDY

1.51. The study was confined to Kiamokama Division of Kisii
District. The sample would not therefore allow for
generalisations to be made from the findings for all the
schools in Kenya.

1.52. Time factor was another limitation. The time
allocated for the project was too short for a detailed
study covering many schools or a wider area.

1.53. The rural setting of the school was a limiting factor.
The roads are very poor and impassable during the
rainy season.

1.54. Being self-sponsored the amount of money available
was a limiting factor. The researcher could not be
able to cover a larger sample of schools or the whole
district.
1.6 ASSUMPTIONS

1. Administrative problems are found in most schools but may differ from one school to another.

2. The relationship between the headteacher and the teaching staff is poor in most secondary schools that perform poorly.

3. Some classroom teachers are incompetent therefore do not handle students properly when teaching. This may cause problems in the school.

4. Unless the school headteachers are competent in their jobs, schools are likely to have managerial problems.

5. Most headteachers are against the co-curricular activities as they draw heavily from the school.

6. That most schools do not have enough finances therefore have limited physical teaching and learning facilities.

1.7 RESEARCH QUESTIONS.

The study attempted to answer the following questions.

1. What are the problems facing headteachers?

2. What are the results of these problems?
3. Do the headteachers consider these problems barriers towards the fulfillment of the aims, and goals of the school?

2.1. SCHOOL ADMINISTRATION

The term administration has been defined in many ways. Administration is the practice of planning and controlling the activities and resources of human beings in any social organization. It is also generally accepted that administration is basically the action of all organizations, whether they be educational, industrial, governmental, religious, or commercial. This is what Paulist says.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter a review of related literature has been done. The first section deals with the relevant studies on school administration, roles, duties and responsibilities of headteachers. The second part deals with the review of specific literature concerning the research done in the area of administrative problems faced by secondary school headteachers.

2.2. SCHOOL ADMINISTRATION

The term administration has been defined by Olembo (1975) as:

Administration is the process of directing and controlling the activities and behaviour of human beings in any social organisation.

It is also generally accepted today that "administration is basically the same in all organizations, whether they be educational, industrial, governmental, military or ecclesiastical." Walton (1959)
The term administration is used to describe an aspect of life in an organization. Schools can be termed as organizations. These are institutions which are built for the sake of, "providing conditions and services which will enable children to learn" Mbiti (1974). He continues to say that, "in order for any school to accomplish these objectives, proper administration must be established." At this stage, the children are still growing and they need a school environment conducive to learning. The school therefore needs a headteacher with strong administrative qualities to enable the school to achieve and accomplish its goals and objectives.

Campbell (1958) has pointed out that there are characteristics relating to the nature of the educational enterprise which make it, to some extent a special case. These include the following:-

(i) Distinct objectives as a particular kind of service organization.

(ii) An especially close relationship with a primary clientele (the pupils) and potentially with a secondary clientele (the parents)
A lack of competition for clientele in the public sector, though some exceptions can be cited,

A staff of professionals who are given and expect to be given a high degree of discretion in their work.

Another definition of administration by Okumbe (2001) says:

Administration is the process of acquiring and allocating resources for the achievement of the organizational goals.

This means that in all educational institutions, administration is the implementation of the purposes for which the institution is designed through such procedures as establishment of the criteria for the performance of the teachers, other employees and students as they live in the educational institution. And through procedures of establishing controls, the administration is to ensure that certain performances agree with educational objectives.

To understand the importance of school administration, we would have to view the school as a formal organization. Though it is known that no organization is exactly like the other, there are similar elements that are found in all of
them. It is in examining these common elements that can place the importance of administration in its proper perspective. Increasingly, the understanding of management is coming to depend on an understanding of how people behave in organizations. Mbiti (1974) says:-

An organization is judged by its workers. Similarly a school is judged by the way the headteacher relates himself to the pupils, his staff and to the community as a whole.

The administrator needs to have a good knowledge of organizational theory if he is to provide effective leadership. The administrator's perception of how people behave becomes important, since it will guide him on how to manage those placed under him. Stressing on the importance of this understanding, Gray (1980) says:-

If management theory is in all likehood an expression of personal preferences about how managers ought to behave, organization theory is a reflection on how people are perceived to behave. So organization theory is an aspect of social psychology or the behaviour of people in organizations. Organization theory is descriptive of how they are likely to behave when formally organized. Formal organization is simply a pattern of behaviour constant over a period of time and repeated in some way.

Contributions from industry, economic and voluntary organizations on organization theory are beginning to have
some impact on theories of school management. Theories to explain the nature of organization and how they operate have been developed. One such model is the system model concept. Basically, it views an organization as an open or closed system. Applying it to a school setting, the school, is viewed as part of a local social system, deriving its purposes and values from an understanding of the situation. It must be pointed out that there is no existence of either a totally open or closed system. A school which is very open may not be able to initiate changes in curriculum because it would be hampered by very many forces from the outside. On the other hand if the school is extremely closed, it would collapse. Commenting on this aspect, Gray (1980) says:-

The effect of members living as if the school were a partially closed system is that members fail to observe the necessary exchanges with the environment that are required if the school is to keep in harmony with its environment. From a managerial point of view it is essential for an organization to collect information that will indicate future demands, and failure to recognize the validity of environmental relationship means that vital information cannot be obtained.

It has been recognized that all organizations are in a state of change. In school, change is generally referred to as
innovation which essentially means changes in the curriculum and changes in organizational structure or management technique. For these changes to be adapted smoothly, the administrator's role is crucial. He can enhance or be a stumbling block as far as changes are concerned. Like any other organization, conflicts are bound to occur, in essence conflicts are what give the organization life. Since all relationships involve some form of conflict, it therefore implies that organizations are arenas of conflict, but sometimes a little conflict in an organization makes it improve or continue.

The major task of the administrator or manager is to facilitate development of the organization. Gray (1920) says:-

Managers are required to make decisions by virtue of their positions but how they make those decisions is a matter of choice.

The elements of proper administration according to Mbiti (1991) are:-

(i) The aims of the organization must be clearly spelt out.

(ii) There is need for division of labour among workers.

(iii) There is need for a hierachy of authority.
(iv) There is need for unity of command
(v) There is need for co-ordination.

2.3. **THE ROLE OF THE SCHOOL HEADTEACHER.**

Headteachers all over the country occupy very strategic and important positions in the school system. The headteacher derives his importance from the role he plays as a leader of an institution. The position of a headteacher in any given school is very crucial as an organizer of all that goes on in the school. Mbiti (1999) 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 leadership without any formal preparation for it. It is therefore necessary for the student teacher to familiarize himself with some ideas related to the work of a headteacher, so that he can be reasonably well equipped with basic knowledge needed for the job. When a teacher is picked up to be a headteacher 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 major role of the headteacher is in the implementation of curriculum and instruction. In most cases he is seen to be
successful when his pupils have done well in national examinations, that is to say the headteachers are evaluated by the community on the basis of how well their schools perform in curriculum and instruction. According to Nwagu (1978) some of the instructional roles of the headteacher are:-

i. Organizing the school timetable

ii. Seeing to the day to day operations of the school.

iii. Ensuring that there is adequate learning, teaching, materials and equipment.

iv. Designing and implementing appraisal programmes and reporting pupils' progress in the school.

v. Supervising instructional activities of teachers.

vi. Helping teachers to grow professionally by encouraging them to attend seminars in-service programmes and workshops.

vii. Encouraging teachers and pupils to use available facilities effectively.
Campbell (1966) also agrees with Nwagu on the need for a headteacher to steer curriculum and instruction when he says:—

After the objectives of an instructional program are formulated, the job of actually determining a program to achieve these objectives remains. Facilitating the development of such a program is also the task of the headteacher.

The headteacher being a leader who is given a crucial responsibility is required to realise his position and work towards achieving educational goals. Fox and Schwartz (1978) say:—

The principal has a key position in keeping social dynamics working for the best interests of individuals in society.

Meredy G. (1973) says that the role of the headteacher belongs to that category of roles which we have distinguished as decision roles. In most secondary schools the headteacher does little teaching and in this sense does not engage, to a substantial extent in activities which are directly associated with the tasks of the school as a productive system. His immediate colleagues, who also hold 'head' type roles, director of studies, heads of houses, heads of junior and upper schools or subject heads, on the other hand, very
often carry out roles which involve some direct activity and some indirect decisional activity.

Fayol (1915) agrees with the above by saying:

Some means must then exist for activating the working end of the organization in the light of this decision. From this then we derive the notion that managerial decisions are concerned with forecasting, planning and organizing and that implementation involves commanding, coordinating and controlling.

Although different authors use different words, this simple distinction between decision and implementation is capable of being read into all of the more comprehensive descriptions of the management process.

Tannenbowm (1949) has attempted to synthesise the plethora of definitions of the management function and suggests that managers are really concerned with decision taking for three main purposes i.e. organization, direction and control.

In any nation, there is always the need to promote its philosophy. These values and aspirations must be involved
in youth as they mature. The headteacher plays a leading role in this aspect. If the society encourages a democratic way of life, schools must provide opportunities where children can participate in such endeavours. If teachers are to be convinced of the importance of such values for the children, the headteacher must set a leading example. He must therefore cultivate a self-image which reflects the positive values cherished by the society. Stressing on the importance of the image of the headteacher, Mbiti (1978) says:-

The headteacher must be a good example of both moral conduct and integrity. He must aspire to live above reproach and public scorn.

It is apparent that the status of the headteacher is very central and very complex. For one to be in that position, he needs to be totally committed to the job and if possible some formal training would be very helpful. Olembo (1972) ascertains that:-

Without proper guidance from headteachers who are at strategic positions in the administrative structure, there is no assurance that any policies and recommendations concerning institutions in Kenyan schools will be effectively implemented. It is on this account that educational authorities in Kenya should consider seriously
giving professional education to headteachers in matters related to instructional leadership.

The headteacher is very influential since he is in charge of the people who will be running the society in the future. Spain et al (1956) say:-

If man is to solve these problems in the coming generation by peaceful and rational means, the ideas, attitudes, undertakings and skills equal to the task must be developed in the young. Whether we like it or not, the principal determines to a considerable extent the attitudes learnt at school. By his leadership he sets the feeling tone or emotional climate which the school provides.

As seen above the headteacher derives his importance from the role he plays as the leader of the school. For him to be very effective, he must create a conducive environment for learning. Nwagu (1978) says:-

The school environment which is largely a product of the leadership provided by a headteacher and the staff is crucial in the education of the young children who are in their most formative and impresionable years.

As the administrator of the school, the headteacher is the administrative agent closest to the teachers, pupils and the community. This follows that he can make use of his position to the advantage of his school. He can influence
the three groups to contribute positively and effectively to help achieve the purposes and the aims of the school.

Elsbree Macnally and Wynn (1967) have observed that:

The personality of a school changes when one principal replaces another, and that the type of principal a school has will determine how the school will be.

In the above view much of the responsibility for educational improvements in schools falls therefore on the headteacher, and this makes his position to be of utmost importance in the education system.

2.4. FUNCTIONS OF THE HEADTEACHER

A manual for heads of schools in Kenya (1975) lists the duties of a headteacher as:-

(i) Overall running and control of the school.

(ii) Strong interest in the welfare of the pupils both spiritual and temporal

(iii) Must be in close touch with all school activities whether academic or out of class.

(iv) Organization and control of all the staff.

(v) He is the accounting officer of the school responsible for all revenue and expenditure.

(vi) Manning the school office.
(vii) Selection and allocation of the subjects appearing in the school curriculum.

(viii) Maintainance of all buildings and grounds.

(ix) Agent of the Teachers Service Commission (TSC) as well as the channel of communication to the D.E.O, and other ministry officials.

(x) Usually secretary to the school (B.O.G)

(xi) A teaching load is advisable

The above are the major roles that a headteacher does. They can be classified according to Odali (1984) as:

1. Managerial leadership

2. Instructional leadership

Instructional duties are those which are necessary to ensure that teaching and learning are effectively carried on in a school. The managerial duties consist of those duties which require organization and administration. As an educational administrator, the headteacher must be concerned with all those activities through which all the aims of the school and the means of implementation are placed in operation. The role of the headteacher has been made difficult by a myriad of reasons.
Olembo (1975) lists some of these problems as:

(i) The school population in terms of the student has increased considerably.

(ii) The increase of the student population has compounded the headteachers' responsibilities in terms of discipline and administration.

(iii) The teaching staff and auxiliary staff have been specialised and it requires highly specialised headteachers to supervise them.

(iv) The national individual citizen expectations from the education system are greater and more complicated. It requires a highly qualified headteacher to implement the curriculum that adheres to national objectives.

(v) The number of teaching staff and auxiliary staff that the headteacher has to supervise has been compounded.

(vi) The knowledge explosion is another factor that requires a headteacher who can discriminate knowledge that is appropriate for students in his school.

With the above problems, it is increasingly obvious that headteachers need to have professional training. It goes without saying that in those cases where such training is not a pre-requisite in appointing headteachers, there is a lot of ineffectiveness and inefficiency in school administration. A headteacher has to have the necessary skills and techniques
in order to lead his school to success. Kenya is making strides in the right direction in as far as providing professional education to the headteachers in the public schools.

Olembo (1975) feels that it must be pointed out that whatever strides that are being made by educational authorities in Kenya in an attempt to make headship in public schools a profession are very slow and costly. They are costly in the sense that the public has invested a lot in the education of young people in this country. If this investment is not entrusted in the hands of well-trained headteachers, there is no guarantee that maximum production can be expected. It is therefore vital that the headteachers should be provided with professional skills to enable them to function effectively.

2.5 ADMINISTRATIVE FUNCTIONS

It has been argued that administration consists of a set of persistent tasks which must be accomplished in an organization, if the organization is to survive and be effective. Olembo (1975) divides the functions of a headteacher into the three broad categories i.e.
1. Instructional

2. Administrative

3. Social functions

And Okumbe (2001) lists the following as the administrative tasks which all educational administrators do:

1. Curriculum and instruction
2. Student personnel
3. Staff personnel
4. School plant (physical facilities)
5. Business management
6. Staff development
7. School community relations
8. Evaluation

2.5.1 CURRICULUM AND INSTRUCTION

Though the headteacher cannot be a technical consultant in each subject area taught in the school, he can be a change agent by bringing proposals to the attention of the staff to plan and experiment with innovations. The headteacher is in a strategic position to bring about changes. Sergiovanni
et al (1980) have developed five subtasks in the curriculum and the instructional task area.

(i) **Development of a philosophy of education and objectives consistent with that philosophy.**

In this area, the educational administration involves many individuals with varied expertise and from diverse backgrounds. It involves the review of the past and the application of the present in order to shape the future of mankind.

(ii) **Construction of the programmes to fulfill these objectives.**

Activities involved in this area include:

(i) Development of curriculum guides

(ii) Preparation of educational materials for students

(iii) Reviewing of textbooks and other instructional materials

(iv) Learning from practices and successes of others.

(iii) **Constant appraisal of curriculum and instruction.**

This task is concerned with the evaluation of the relevance of objectives, the effectiveness of the instructional resources and the overall assessment of the curriculum and instructional programmes.
(iv) Engender a climate which displays a readiness for change.

The school organization climate should provide an environment which appreciates and incorporates evaluation results for the improvement of the curricula and instruction.

(v) Provision of support materials for curriculum instruction activities.

The teachers should also get time off to attend meetings, seminars, workshops and visitations, Okumbe (2001).

2.5.2. Student Personnel

The student personnel services considers both quantitative and qualitative issues. Quantitative data deal with:-

- Elaborate programmes of students accounting
- Maintenance of records
- Reporting information to various agencies
- Students' progress
- Racial and sex data for affirmative action
- Discipline data
- Protection of students enrollment Okumbe (2001)
Qualitative data include those services which seek to help students adjust better to the school, develop more effectively as social and emotional persons, become better learners and develop skills for dealing with the future beyond school. Sergiovanni et al (1980) identified three major tasks i.e.

(i) Establishing and maintaining a system of record keeping

(ii) Developing a fair and equitable system of students discipline

(iii) Providing special assistance to children

2.5.3. Staff Personnel

The headteacher should be fully aware that he is the leader of the group of teachers. He must be aware of things like official procedures, delegation of duties, communication, human relations and modern educational techniques in both curriculum and other school matters.

Mbiti (1999) outlines the following as important points which a headteacher must observe in his dealings with his staff members.
(a) He must set an example of courtesy and trust towards other people.

(b) He must avoid showing any form of favour to particular teachers.

(c) He must treat confidential matters about other teachers with great care.

(d) He must provide opportunities for teamwork among the staff members.

(e) He must create a sense of respect and trust in every teacher.

(f) He must endeavour to create a high sense of morality and professional commitment to the school.

(g) Must delegate responsibilities to other teachers.

Campbell (1974) also adds that the headteacher must:

(i) Establish the fact that full information on school operation is available to teachers.

(ii) Make plain the bases of promotion for the teachers.

(iii) Provide for staff participation in the formulation of policies.
A headteacher must participate in recruitment of his staff. It is him more than anybody else who knows the needs of his school. In addition, the headteacher as a leader of staff must by his actions indicate that individual contributions are valued. The teachers are human and the need for feeling wanted is just as strong as in any other person. In this matter Campbell (1974) stresses:-

In short, the relationships an administrator establishes with his staff to achieve the purpose of the school may be the essence of administration.

2.5.4. Physical Facilities

In this area, the headteacher should concern himself with the following areas as outlined by Okumbe (2001)

(i) Diligent sighting of school facilities

(ii) Maintenance and repair of school facilities

(iii) Enhancing cleanliness in classrooms, dormitories, halls, eating areas and within the surrounding environment

(iv) Provision of maintenance and repair materials

(v) Enhancing health and safety concerns through appropriate school design, maintenance and repair.
2.5.5 Finance and Business Management

According to Okumbe (2001) financial management in an educational organization is concerned with four main areas:-

(i) Understanding the sources of revenues for the school

(ii) Preparation of the school budget

(iii) Monitoring expenditure in light of the approved budget

(iv) Management of services of non-certified personnel

Mwagu (1978) also states that:-

The administrative activities and financial management are instrumental to the achievements of the major purposes of the school.

Today education is a big business and the headteacher is right in the middle. The budget should reflect the nature of the school programme needed. Campbell (1974) stresses this point by saying:-

The basic position of the instructional programme is stressed. The budget should not provide simply for the personnel, but rather for particular parts of the programme. The budget should stipulate not simply money for equipment but money for particular part of the programme.
Effective participation in budget development demands both knowledge and planning on the part of the headteacher. This aspect is clearly stated by Macklearly and Hencley (1970) when they say:

Effective participation in school budget making requires not only business acumen but also a clear conception of instructional programmes necessary for their achievement. The nature of the programme goals and factors such as student enrollment becomes primary considerations in moving from programme conceptions to budget consideration. Such factors determine needs in relation to each of the budget categories....

### 2.5.6 School Community Relations

The value of establishing harmonious relationship with the community is illustrated well by Mbiti (1975) when he says:

The progress of the school depends largely on how much support the headteacher gets from the parents through the school committee. Thus an efficient headteacher knows that the success of his school administration depends on his ability to rally the support of the parents. To this end every headteacher must seek to work hand in hand with his school committee.

It is generally said that a school is not an island, but a part of the community in which it is located. Members of the community are now more involved in the school affairs than
ever before. With the introduction of the 8.4.4. programme and the issue of cost sharing in schools, a big contribution has to be made by parents and the community at large.

As such the headteacher has to be accountable to the community. Mbiti (1974) also says of the headteacher:-

He has to know the community well enough to be able to make members of the community interested in what their children are doing in school.

According to Okumbe (2001), the headteacher has the following to do:-

(i) Assisting the community to contrast its current sense of what the schools do and ought to do with other conceptions of education.

(ii) To interpret the educational programme to the community.

(iii) Working closely with the representatives of the community.

(iv) Working with other non-governmental organizations involved in the health of the community and the youth.

(v) Enabling staff to understand and appreciate the community.
The extent to which the headteacher in a particular community will participate in all the above tasks cannot be predicted. Practices vary depending to a considerable extent upon the community concepts of the headteacher's role and upon the latter's own conception of his role in the community relations. In this Olembo (1975) says:-

Unless the headteacher establishes effective communication with the community leadership, he will not be successful in promoting new innovations in the school.

2.5.7 Evaluation

Evaluation is one of the major tasks of a headteacher. It is concerned with the search of the values in a programme which helps him to make rational decisions on its effectiveness. It also makes it easier for those who make decisions to understand the relative worth of a programme and other courses of action. The headteacher must supervise his staff. In doing so he will develop some plan of appraising the work of the teaching and non-teaching personnel. Mbiti (1999) says:-

Supervision is one of the basic requirements in administration.
Lane and Corwin (1966) also stress that:

Supervision concerns the tactics of efficient and proper management of personnel---supervision is concerned with those aspects of administration which are aimed at maintaining the efforts of personnel in line with the goals of the administration.

The major objective of any plan designed to appraise the work of the teachers and the other personnel should be that of improving performance. In their studies Spain et al (1956) have suggested some elements essential in supervision.

(i) An appraisal of the education product
(ii) A study of the learner and his difficulty in his learning
(iii) A study of instruction
(iv) A study of the curriculum in operation
(v) A study of materials of instruction including social-physical environment.

2.6. CHALLENGES FACED BY THE HEADTEACHERS

Challenges that the headteachers face stem from the fact that the society is changing and the schools must be affected by these changes. Mbiti (1974) notes that money is
an important element for the success of any venture. The rising cost of education has put a lot of stress on the schools and the parents. With the starting of cost sharing the parents have been overburdened. The headteacher has therefore to be very careful in planning his budget and spending money. Mbiti (1999) says:-

The most important thing for a headmaster to bear in mind is that any money received is public money.

Education being a public venture requires that its managers be knowledgeable in financial management. Money has been a cause of much unrest in schools. Some of these financial problems occur due to frequent changes in headship. Research done by Likami (1982) and Odali (1986) indicate that many schools were headed by unconfirmed headteachers and deputies who had little experience in financial management. They also observed that financial mismanagement was a source of unrest in schools. Likami (1982) indicated in her research that 58% of those teachers interviewed revealed that headteachers misused the school funds and failed to buy the necessary provisions for the school leading to riots.
Lack of funds leads to lack of facilities in schools. Many schools do not have enough funds genuinely. The headteacher can therefore not be able to acquire all the required facilities for teaching and learning e.g laboratories and laboratory equipment, libraries, games facilities, textbooks etc, Kabiro Kinyanjui (1990) writing on school strikes cited lack of facilities as a course of strikes. The modern headteacher heading a school in the current economic situation is therefore faced with a challenging task.

Mbiti (1999) says on lack of funds:-

This is a challenge to educational administrators to plan the educational budget in such a way that it caters for both existing curriculum requirements as well as newly designed ones.

On the requirement of facilities he says:-

The question of equipment requirement demands that the organization possess not only what is necessary but also what is modern and up-to-date if good quality work is to be done.

Lack of enough teachers is a challenge faced by headteachers. Now that the government has started recruiting teachers, the problem is far from solved. There has been a very big problem for the headteachers to get
enough staff to teach in schools. For many schools, the B.O.G.s. have been employing teachers. These B.O.G. teachers are a big drain on the school finances. Kabiro Kinyanjui (1990) in his study observed that shortage of teachers has been one of the problems faced by heads of schools. He writes that this makes the students to act violently in demand for teachers. He also pointed out that when the staff and the B.O.G are not willing to listen to the students' grievances or allow them to express their feelings about the school administration they become frustrated and plan for a strike.

In another related study Nakitare (1980) pointed out lack of proper supervision as a challenge faced by headteachers. In her findings many schools hardly get inspected. She found that on the occasions that the inspection was done, inspectors tended to concentrate on the aspect of administration and neglected the professional aspect of instructional supervision. Lack of supervision by their inspectors makes the teachers to neglect their work. Mbiti (1974) says on the importance of teachers knowing their subjects.
A teacher who knows his subject and who can communicate it adequately to students will exert great power on them. He will have fewer disciplinary problems than the non-expert.

Teachers therefore need to be supervised to make the work of the headteacher easier. Olembo (1992) says:

Ideally, supervision is not only concerned with overseeing, directing and controlling teachers and pupils. It also involves guiding and influencing teachers and pupils to strive towards desirable teaching and learning behaviour in order to achieve educational goals and objectives.

It is therefore apparent that inspectors should frequently visit schools and advise teachers in their subject areas. If the headteacher is effective, he will invite inspectors and experts to his school to see and where necessary to advise teachers to improve classroom instruction in their particular subject area.

Another challenging factor is the lack of professional training for headteachers in Kenya. Research done by David Kiilu (1987) indicates that many headteachers in schools have no professional training. They run the schools from their formal teaching experience and perhaps the little training they acquired while acting as deputy headteachers, worse
still he found that some headteachers are appointed straight from being assistant teachers to headteachers. Such teachers 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. He continues to say.

Surely a headteacher has to have the necessary skills and techniques in order to lead his school to success.

Olembo (1972) also ascertains that :-

Educational authorities in Kenya should consider seriously giving professional education to headteachers in matters related to instructional leadership.

Our education system, its structure and curriculum has undergone changes. This poses a challenge to the headteacher. This calls for a headteacher to be a well-trained and competent person. He should have tactics in dealing with problems as they come. He should attend inservice courses to keep abreast with new challenges. Therefore, the type of headteacher a school has will determine the success of a school's instructional programme. It is the duty of a headteacher to enhance harmonious relations
among members of the school community. Mbiti (1999) says:

A school is not an island but a part of the community in which it is located.

The members of the school community should not only include the teachers, students and parents but should also include community members who do not fall under the three categories mentioned. The school community relationship is expressed in many ways i.e through community participation in school events, community criticism of the school programmes, discussions and meetings with community members. Mbiti (1999) says that school activities must reflect as far as possible, the nature and the aspirations of the community. Unless the headteacher establishes effective communication with the community leadership, he will not be successful in promoting new projects in the school. This is particularly true because most of the projects such as the construction of laboratories and libraries undertaken by the school are carried out in the harambee spirit. This is to say that the funds for such projects are contributed by the community on voluntary basis.
Sometimes heads of schools receive hostility from the community. The reasons may be varied. For example if the headteacher does not belong to the school community, he is considered to have been imposed on them. The parents and 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.

Headteachers may also find problems from the community if they involve themselves in local politics, religious conflicts or groupings, and other sectarian matters. If such problems affect the school its development will be affected. Endebero (1986) in his research found that the community can cause very serious problems to the school if not handled well by the headteacher and his staff. In his research, he found certain schools where the community incited teachers and pupils against the headteacher. The headteacher must therefore realise that 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 and support it, the
headteacher must actively and deliberately involve the community in the welfare of the school.

Discipline is another challenging area for the current headteacher. A study done by Obonyo (1984) found that in those schools where discipline was poor, the relationship between the headteacher and the teachers was poor. The study also found that the relationship with the local community was poor.

Olembo (1974) says:-

In the area of discipline, the headteacher must realise that his school is a social institution where both teachers, students and community interact for special purposes.

The headteacher must realise that in matters related to discipline, the participation of the teachers, students, parents and other members of the community is essential.

In the past, some parents would want to take teachers and headteachers to court for punishing their children by caning. At present caning has been outlawed and banned in schools.
The headteacher is faced with a very different problem. The results of the ban on caning are yet to be seen but it is anticipated that indiscipline will increase, drug abuse in schools is also on the increase. The headteachers and the teachers will have to look for other methods including guidance and counselling to help them in the issue of disciplining students.

Discipline of teachers is another very sensitive issue for the headteachers. They must be very careful on how they discipline teachers because cases have been reported where a teacher attacked the headteacher physically for having made him be interdicted.

"A primary school teacher who attacked a headteacher with a somali sword for reporting him to the TSC has been fined Ksh.1000 or 6 months in jail." Daily Nation 19th, 1982.
CHAPTER III
RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

This study is a simple survey on the administrative problems faced by secondary school headteachers in Kiamokama Division in Kisii Central District.

3.2. THE SAMPLE

The sample is limited to ten schools in the division. It is intended that the ten schools will be able to provide enough variety to take care of such attributes as young/old, female, male, sponsorship, qualifications etc. All the headteachers will be interviewed and given questionnaires. The chairman of Boards of Governors and Parents Teachers Association will be interviewed. Lastly, two teachers and two students from each school will be given questionnaires.

Of the ten schools, one is a provincial girls boarding and the rest are mixed day schools ranging from one stream to three streamlined schools. Most of the schools have Teachers Service Commission (TSC) appointed teachers and are in a rural setting.
3.3. RESEARCH INSTRUMENTS

The main research tools were questionnaires and interview schedules. The researcher sought general information about the schools in the first part of the questionnaires. The other parts elicited the types of problems faced by headteachers in the various tasks they perform e.g. curriculum implementation, supervision, community relations, finances etc. The interviews of the headteachers, B.O.G and P.T.A chairmen helped to get more information and clarify issues not clear on the questionnaire.

3.4. COLLECTION OF DATA

The questionnaires were be sent to the schools. The questionnaires were then left with the headteachers and teachers for a period of one week. The researcher then collected the questionnaires personally and interviewed the headteachers. The B.O.G and P.T.A chairmen were sent letters inviting them to school by the headteacher. The researcher then interviewed them.
3.5. ANALYSIS OF DATA COLLECTED

The data collected were presented in tables of frequency distributions and percentages. Descriptive statistics were used to explain certain aspects of the data collected or where applicable.
4.1 Introduction

The study was concerned with the administrative problems faced by secondary school headteachers in Kiamokama Division in Kisii District. The aim of the study was to find out the current problems that are experienced by the headteachers in the course of doing their duties in implementing 8:4:4 curriculum.

Questionnaires were served on headteachers, teachers, students and BOG and PTA chairmen were interviewed. The questionnaires sought to find out what problems were encountered by all the people involved in a school situation. They were divided into sections. The first section sought general information about the school and the interviewee. The information got would assist the researcher to determine the cause of the problems encountered by the headteachers. The other sections were divided into the administrative areas i.e.

1. General information

2. Administration,
3. Curriculum and instruction
4. Pupils discipline
5. Physical facilities
6. School community relations
7. Finance and business management.

4.2 General Information

This section was designed to gather general information about the headteachers and their schools.

Table IV. 1: The Gender of Headteachers

<table>
<thead>
<tr>
<th>Sex</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Most schools had male headteachers who formed 90% of all the headteachers. Only one school had a lady headteacher, this was because the school was a girls’ school. Otherwise all the other remaining schools were mixed day schools.
Table IV.2: Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSC</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>B.ED</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>ARTS</td>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>

A half of the headteachers interviewed were Bachelor of Education graduates. They formed 50% of the interviewees. Only one headteacher had attained a masters degree. 40% of the other headteachers did not meet the TSC requirements of being a Bachelor of Education graduate to be headteacher. They had diplomas though they also had approved teacher status.

Table IV.3: Experience of Headteachers

<table>
<thead>
<tr>
<th>Experience</th>
<th>0-5</th>
<th>5-10</th>
<th>10-15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ass. Teacher</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Deputy H/Teacher</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Headteacher</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

The information above indicates that most headteachers are experienced teachers. Most of them worked as teachers then Deputy headteachers before being promoted to head their
schools. The only problem is that headteachers are not allowed to stay in a station for a long time.

The table above shows that no headteacher had stayed in his station for more than ten years. In fact, the responses showed that three headteachers were new in their stations while seven had only stayed for five years. From the interviews, the headteachers felt that they were not given enough time in a school for their administrative impact to be felt in a school. They said some schools had so many problems that staying in those schools for long was impossible. Given a chance they felt a headteacher should stay in a school for between eight to ten years before he is transferred.

Table IV.4: Student Enrolment

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>167</td>
<td>121</td>
<td>288</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>445</td>
<td>445</td>
</tr>
<tr>
<td>3</td>
<td>208</td>
<td>170</td>
<td>378</td>
</tr>
<tr>
<td>4</td>
<td>165</td>
<td>150</td>
<td>315</td>
</tr>
<tr>
<td>5</td>
<td>158</td>
<td>125</td>
<td>283</td>
</tr>
</tbody>
</table>
From the above table, the girls form 54% of the enrolment. This may be because one school has a high enrolment of girls only. Without this girls’ school the boys would be more than the girls. It is also clear that some schools have a higher enrolment than others. When interviewed, the headteachers said that some schools were more popular than others. This created a problem for the headteachers, the one with over enrolment would have his resources e.g. teachers overstretched while the school with under enrolment would lack enough resources.

### 4.3 Category and Size of Schools

Most of the schools in this division are mixed day schools except for one school that is a provincial girls' boarding school. All the other schools are also single or double
stream except the girls’ school which has four streams. According to the headteachers, these schools are influenced by the community which insists that they must be mixed schools.

4.4 **Headteachers’ Problems in Administrative areas**

In responding to the questionnaires, the respondents identified the following types of problems they encountered with the non-teaching and teaching staff.

**Table IV.5: Problems Encountered with Non-teaching Staff**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family problems</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Lateness</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Inconsistency</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Gossiping</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Sneaking</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Stealing</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Inexperience</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>
From the above table, we see that the major problem encountered by the headteachers is one of absenteeism, 20% of the workers do not come to work. The headteachers when interviewed said that most of the workers employed are relatives of influential people e.g. the politicians. These workers also come from the locality. If you dare take action against them their godfathers will come and make you to be transferred from the school. In this case, the job of a headteacher seems to have no security. The headteachers said they felt very insecure.

The second problem was of lateness, 16% of all the workers came to work late. The reasons are the same as those who absent themselves from work. These workers feel that the headteacher cannot touch them. This is reflected in the way they do their work. As the results indicate, the other problem is one of inconsistency. The workers who are inconsistent constitute 12% of the workers. Some of the workers end up being dishonest by giving false excuses for their absenteeism and lateness.

Because of the godfathers, workers who are engaged are inexperienced and they form 8% of the workers. According
to the headteachers, these workers do their work badly. One headteacher gave an example of a worker employed in the laboratory and had not taken any course in laboratory management. Due to his carelessness and inexperience, he almost burnt himself.

Other problems encountered though in a small degree were drunkenness and stealing, maybe they are not very prevalent because they are punishable by law and not in the headteacher's direct action. Family problems (1%) were also mentioned.

**Table IV. 6: Problems Encountered with the Teaching staff**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Present, but non-attendance of class</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Poor preparation of schemes</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Immorality</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Lateness</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Issue</td>
<td>%</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>Carelessness e.g. loose books</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>None coverage of the syllabus</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Lack of cooperation</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Absenteeism once again is the major problem faced by headteachers, 22% of the teachers come late to work. From the headteachers interviewed, there is lack of commitment by the teachers. The headteachers said some teachers had their own businesses e.g. matatus and shops which they attended to first before coming to school. Some of these teachers also were related to politicians and other big people so they felt protected from the headteachers. Some of the teachers came from the community and if the headteacher took any action on them, he would be in trouble from the community. There was a case of a headteacher who interdicted a teacher and the community became very hostile until the headteacher felt his life threatened, he was unable to do his work peacefully, even the teachers became hostile to him for interdicting one of them and he had to look for a transfer.

Another problem forming 18% of the problems encountered was of teachers being present in school but missing classes.
According to the headteachers, these teachers are not motivated to work. They also report to work late, carelessness where they do not take care of school books and non-coverage of the syllabus which form 3% of the problems. And we have teachers who are drunkards who form 2%, who end up with poorly prepared schemes and lessons plans. And lastly we have 2% who are immoral. According to the headteachers, the immoral teachers involve themselves by befriending school girls. In mixed schools, the male teachers end up conflicting with the boys over the girls. One headteacher said that the girls and boys end up not respecting the teacher involved in such immoral acts.

Table IV. 7: Subjects without Teachers

<table>
<thead>
<tr>
<th>Subject</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>CRE</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>
The list indicates that many schools are understaffed in mathematics. We have six teachers missing from ten schools. They form 20% of the missing teachers in this study. Mathematics is followed by Chemistry and Kiswahili which form 16% each. English would be among them but interviews were conducted recently and teachers for English were recruited. Chemistry teachers though recruited recently, proved to be fewer than the schools’ demands. When interviewed, the headteachers said that they were not available. This was the case with physics teachers. They were not available to be interviewed. In fact, one headteacher of a big school said that he had employed graduates who had done engineering to teach physics from the knowledge they acquired at school.

Kiswahili is another understaffed subject. There was no recruitment done but it was expected soon. There are some subjects that are considered to be well-staffed. But they are

<table>
<thead>
<tr>
<th>Subject</th>
<th>Missing Teachers</th>
<th>Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Commerce</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
appearing in our list here. Namely CRE, Geography and History. One headteacher said that he lacked a Geography teacher at that time because the lady teaching it had gone on maternity leave. Another headteacher when interviewed said that his history teacher passed away but the TSC had refused to post a teacher to that school. His school had more teachers than establishment allowed. He was therefore required to surrender certain teachers before getting another teacher from TSC.

Table IV.8: Problems Encountered from the Education Office, the Ministry and TSC

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrequent inspection</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Inspectors junior to headteachers</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Delay of bursary funds</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Circulars, letters delay to reach schools</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Non posting of teachers by TSC</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Protecting errant teachers</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Salary delays</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>
The major problem faced by headteachers from the TSC is non-posting of teachers to schools. This point is understood because schools are about teaching so a school without teachers is not a school. According to the headteachers, the school ends up employing teachers and paying them part of the fees paid by students. This strains the resources of the school. Again, the teachers employed are sometimes untrained so they are not well qualified to teach. This can sometimes cause strikes.

In one school, the students protested when a form four leaver from a neighbouring school was employed to teach them Biology. The headteachers interviewed felt that the TSC should give priority to providing teachers. This problem of teachers formed 27% of the other problems, the highest percentage. This was followed by lack of proper communication and bursary problems which form 18% each. The headteachers complained that circulars delayed to arrive in the schools. They also said that letters sent to the ministry took very long to be answered. This complaint also came from the teachers.
On delaying of bursaries, the headteachers said the delay caused a lot of anxiety and stress to those parents who had received bursaries earlier and were still expecting them. One teacher said that the bursaries were also unfairly distributed. This, he said was because the money was not uniform. Some schools received more while other schools received less.

Another problem was of salary delays. This formed 13% of the problems. The headteachers interviewed cited this as a problem for the teachers. They said the teachers became restless when the salary delayed. They do not settle down to work until they have earned their salaries. Other problems cited were protection of errant teachers and infrequent inspection. The headteachers said that the inspection was important in order to keep the teachers on their toes. When the teachers are not inspected regularly, they relax and do not work well.

4.5 Curriculum and Instruction

This section seeks to find out if the headteacher has any problems with the actual teaching in class and the other related extra curricular activities.
The major problem in this section is non-usage of lesson plans. 43% of headteachers cited this as a problem they observed in their observations. Fortunately, majority of headteachers are classroom teachers and supervise the teachers in class. Only two headteachers said they do not supervise teachers in their classes. They said that the teachers in their schools had a bad attitude towards supervision. They felt that because the headteachers were diploma holders, they could not inspect them in class while they are teaching because they are graduates.

Some teachers also had inadequate lesson notes. The problem is related to lack of lesson plans which most
teachers do not use. The headteachers said that, some teachers used the same notes year in year out. They do not update them even when the syllabus changes. This was a problem especially to old teachers who had been in the profession long and feel they know everything. As the headteachers interviewed said, teachers need to go for inservice courses and workshops to update their knowledge. It is no wonder that another problem cited is related to the above e.g. lack of mastery of the subject matter. The teachers use only what they learnt in college and do not struggle to learn anything new to update their knowledge of their subject.

Table IV. 10: Extra curriculum activities in schools

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Ball games</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Athletics</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Cross country</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Science congress</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Drama</td>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>
The above table indicates that there are very many extra curricular activities undertaken in schools. Among the most important cited by the interviewees was clubs (19%) each. They are followed in importance by drama with 15%; music and science congress each with 11%, while the least mentioned activity is cross country. The headteachers interviewed said that cross country was popular to the majority of students.

The first three with i.e. clubs, ball games, cross-country, 19% each are very popular in most schools. They interest majority of students. These activities according to the interviewees are very expensive to run. But they said they form an integral part of the curriculum. In some schools, students can go on strike if they are not allowed to attend to these activities. The students argue that after all they have paid for them. But the headteachers also say that the activities consume all the money contributed and eat into other votes. The kind of activities the school undertakes shows the standing of the school financially. There are some schools that have never participated in music and drama. These activities require far away trips requiring the hiring of vehicles which are very expensive.
Table IV.11: Problems Faced in Administration of These Extra Curricular Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of facilities &amp; equipment</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Lack of funds</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Lack of experts</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Bias in adjudication/competitions</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Lack of fairness</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Lack of time</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Unwilling patrons</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Lack of interest from students</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The major problem as indicated above is of finance. This is a problem that the headteachers interviewed also cited. They said the activities are too many for the amount of money collected for activities as allocated in the fees structure. The schools in this division, being day schools, pay little for activity. So a three-streamed school may have many activities due to the large population, but be unable to finance them e.g. a trip to Nairobi for music festivals.
The second problem is one of lack of facilities and equipment. This includes playing grounds, to playing equipment for games like tennis and badminton. The headteachers interviewed said that the activities themselves took all the money and there was little left for buying any equipment. In fact, the type of games a school chooses to participate in shows the status of the school e.g. badminton, tennis etc. many schools do not participate in those games because they are expensive to run.

Another problem is one of unwilling patrons and lack of expertise. Some schools do not participate in activities like music or drama if they do not have a teacher with the expertise. Hiring a teacher of music to coach a team the set piece in the music festival can cost a headteacher up to twenty thousand, so many schools cannot afford.

Lastly, problems like bias in adjudication have happened and they kill the morale of the teachers who train the teams in music and drama.
4.6 Pupils' Discipline

This section seeks to find out the common discipline problems that the headteacher has to deal with from the students.

Table IV. 12: Common discipline problems

<table>
<thead>
<tr>
<th>Problem</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lateness</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Disobedience</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Speaking mother tongue</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Bad hairstyles</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Immorality and pregnancy</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Drug Abuse</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Truancy</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Noise making</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Wrong dressing</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Not doing assignments</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Fighting</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

The major problem in schools is absenteeism according to the above table. Majority of the schools under study are
mixed day schools. It is therefore easy to understand why absenteeism takes a first position. The position is also taken by immorality and pregnancy. Being mixed schools and day, the boys and the girls get a chance of meeting outside the school. Students could easily arrange to miss school and meet on an agreed place. The headteachers interviewed considered these to be the two major problems faced by many day schools that are mixed. The above discipline problems form 15% each of the discipline problems faced by the headteachers.

The discipline problems that follow are drug abuse and lateness which have 12%. This being a day school, students have to walk long distances, therefore lateness is inevitable. But according to one headteacher, the lateness is due to lack of seriousness in the students and the parents. Drug abuse is also common because the schools being day schools, the students get the drugs in the villages when they go home in the evening.

The other problems are only mentioned twice or once. These are petty offences like noise making, wrong dressing,
fighting, not doing assignments, wrong hairstyles and speaking mother tongue in school.

Table IV.13: Suggested Causes of Discipline Problems

<table>
<thead>
<tr>
<th>Causes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Lack of fees</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Idleness</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Absenteeism of teachers</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Uncooperative parents</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Lack of role models in the villages</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Ban of the cane</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Bad attitudes</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Community influences around the school</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>

From above the, table 19% of the headteachers felt that the major cause of indiscipline was uncooperative parents and bad attitudes towards school held by the pupils and the parents. We had even earlier seen that teachers also absent themselves from school. It has also been cited here that teachers' absenteeism causes the students to be free to do what they want.
The second cause of indiscipline is peer influence which lies with community influence which constitute 14% of the headteachers' responses each. The headteachers interviewed said that the students being day students, come from very diverse backgrounds. They therefore influence one another. Again, the community has a big influence on the school. If liquor is brewed in the neighbourhood of the school then the students will have access to the drink and they will drink.

Lack of fees is cited by 9% as well as lack of role models. The headteachers felt that sending students home for fees led to truancy. The students used that time to go and drink and do bad things. One headteacher said that girls get pregnant during this time when they think the child is in school while she has been sent away from school for fees.

Other problems cited by 4% each are idleness, ban of the cane and absenteeism of the teachers. The above are only some of the causes as mentioned by the ten headteachers who filled the questionnaires, otherwise there are many other causes as indicated by the headteachers who were interviewed individually.
Table IV. 14: Problems Faced in Assessing the Academic Progress of Students

<table>
<thead>
<tr>
<th>Problem</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of seriousness by students</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Lack of interest by teachers</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Limited time for setting &amp; marking</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Un-necessary transfers of pupils</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Lack of finances</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Lack of equipment</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Long distances travelled to school</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

The major problem forming 21% of the problems is absenteeism. This absenteeism is sometimes unexpected, students give all sorts of explanations for the absence, some not very genuine. The result is that there are students absent every day of the school time. The headteachers cited lack of fees as one major official cause of absenteeism in the schools. The students miss continuous assessment and sometimes examinations.

Several reasons take the second position. Lack of finances, lack of seriousness by students, and lack of enough time to
set and mark continuous assessment tests. The headteachers said that examinations require papers and stencils and some schools could not afford to do two examinations in a term. The teachers also complain that examination in the middle of the term consumes teaching time and they end up not finishing the syllabus. This tends to happen when teachers are very lazy and want to look for an excuse not to work. One teacher said that even when examinations have been set and given, marking takes a very long time. It becomes a big problem to get marks from the teachers.

4.7 Physical Facilities

This section was meant to find out any problems faced in getting physical facilities. It also shows us what types of facilities are available and what facilities are required. When asked whether schools had enough facilities, all the headteachers said they did not have enough physical facilities.
All the respondents said they did not have enough physical facilities. The facility cited most is the lack of assembly cum dining halls. Most schools do not have this facility. The headteachers said that halls were not a priority especially where a school lacked a library and laboratories. These two facilities took second position in their frequency. It seemed many schools lacked laboratories and libraries. The reason why these facilities were missing were cited by the respondents.

Most of the headteachers cited lack of funds as a major reason. They said that there was lack of commitment from
the parents to provide these facilities. Some schools were based in a rural setting where parents were poor, and could not come up with money to construct the facilities. The parents paid fees poorly so the headteachers do not have enough money to plan for these facilities. One headteacher said that some schools are started without a vision meaning that there was no prior planning before the school was started.

From these findings, there is a school without an essential facility like a staffroom. The headteacher felt that the parents were not serious, otherwise they would have contributed for its construction.

Table IV.16: Other Facilities Missing in Schools

<table>
<thead>
<tr>
<th>Facility</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Power</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Telephone</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>All weather road</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Fuel</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>
The major facility missing in almost all the schools is the telephone. The headteachers say that lack of the telephone costs them a lot of time and money to do things that would be solved telephonically.

Another problem is of poor roads. The roads are not passable during the rainy season. The headteachers said that it becomes very expensive to travel during the rainy season. If they need anything for the school, they must hire a four wheel vehicle. It becomes more serious when they have an emergency like a child becoming sick.

The third problem in order of priority is water and electricity. Most schools do not have piped water, the students have to go to the river for water. This wastes their time. As for electricity, it is too expensive. The headteachers said that the parents could not afford since they had other problems to solve. This lack of electricity is a serious problem.

4.8 School and Community Relations

This section is concerned with the relationships existing between the school and the community. All the respondents
said there was some form of interaction between the school and the community.

**Table IV.17: Problems Between the School and Community**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Trespassing</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Hostility to headteachers /Teachers</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Community expect help from school instead of the other way round</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Lack of cooperation, indiscipline &amp; Dev.</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Interference</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Loud music/preaching</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

The major problem between schools and community is non-acceptance of headteachers and teachers by the community. In other words, the community is hostile to the headteacher and the teachers. The headteachers said that this happens
when a headteacher does not belong to that community or comes from a different community.

The other problem related to the above is the expectation of the community. They want the school to assist them. That is why the type of headteacher becomes a factor. They feel that if the headteacher was their son he would be in a position to help them. If the headteacher is from another clan, they refuse to assist the school.

One headteacher said that he called a fundraising recently but only the guests and people from far came. The surrounding community refused to come completely. The community that is negative also fails to help in discipline of students.

Another headteacher said that, when they see a student misbehaving, they blame the headteacher instead of correcting the student or telling the headteacher or teachers. There is generally lack of cooperation. In such a community, there would be the theft cases cited by one headteacher. The community does not respect school property. They want to trespass and they break the fence and take the posts before
trespassing. If the headteacher dares to report the issues, he will be threatened or even have his life in danger.

One headteacher whose school is in the town said that the school suffered from loud music and preaching. He also said that there was frequent thefts.

**Table IV.18: Areas Influenced by Politicians, Sponsors and Others**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment of BOG/PTA</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Spiritual direction</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Appointment of headteacher</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Fundraising</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Employment of BOG teachers</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

Majority of headteachers cited areas of influence to be appointment of BOG and PTA members and appointment of headteachers. In this two areas, there is a high influence. The politicians struggle to have their relative head the school, the sponsors also struggle to have a member of the religion sponsoring the school to head the school. There has been a struggle over headship of schools between the
sponsors and the politicians. This, according to the headteachers interviewed, has impacted negatively on the students’ studies. Sometimes the church imposes on a school a person that is completely unsuitable for a school or the politicians support a headteacher in a school even if the headteacher is not delivering. The headteachers felt that headteachers should be appointed on merit and for what they are able to deliver.

The spiritual guidance offered by sponsors is a positive aspect. At least their influence in this direction is welcome because students get moral training which helps them in their future life as citizens. The headteachers agreed that students should be given moral training in every school. Those schools without sponsoring churches should have a programme to have the students taught religious matters.

Table IV.19: Problems Faced with the PTA/BOG

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-attendance of meetings</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Expect financial gain</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Some are ignorant of policies</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Conflict between BOG/PTA</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Not well educated/semi-literate</td>
<td>4</td>
<td>29</td>
</tr>
</tbody>
</table>
In this section, the major problem faced by the headteachers is the ignorance of the members of the BOG and PTA. Together with the ignorance is that most of the members are semi-literate and do not understand policies. The headteachers said that it became very difficult for them to work with this type of people who do not understand things easily. To add on to that, a good number of them did not see the need to attend meetings. But when they visited the school casually, they expected to be paid an allowance. Another percentage of the PTA and BOG members expected financial gain from the school. These are members who expected the headteacher to solve their financial problems. If he refused, they start to cause problems.

The other problem cited was where the PTA and BOG had a conflict and there was no cooperation between the two bodies running the school. In some schools, each of these bodies wanted supremacy over the running of the school. This according to many respondents resulted in a gradual retardation of the school. No agreements were ever reached by the two conflicting bodies. Each wanted a bigger say in running the school. Many projects were as a result suspended for months and sometimes for years.
This section sought to find out the kind of problems the headteachers faced in matters of financial management. The three major sources of funds cited by the headteachers were school fees, bursaries, and PTA development fund. None of the respondents said he had enough funds. It seems all the headteachers did not get sufficient funds for their needs in school. The reasons for lack of funds also seemed to be the same. The headteachers said there was poor payment of the fees.

<table>
<thead>
<tr>
<th>Table IV.20: Problems Faced By Lack of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
</tr>
<tr>
<td>Lack of sufficient facilities</td>
</tr>
<tr>
<td>Lack of funds for co-curricular activities</td>
</tr>
<tr>
<td>Poor payment of salaries</td>
</tr>
<tr>
<td>Lack of textbooks</td>
</tr>
</tbody>
</table>

The major problem many headteachers face is providing enough facilities in a school. There is no single respondent who said that he had enough facilities. There was one or two facilities missing even those available were inadequate. The
second problem was poor payment of salaries or poor remuneration. One headteacher said that the workers were paid very little salaries. The salaries did not motivate them to work and the school normally lost good workers.

4.10 Teachers’ Responses.

This section was meant to get the responses of teachers about the administration and the running of the school in general. Two teachers were selected at random from each of the ten schools. The table below shows some of the problems they were facing.

<table>
<thead>
<tr>
<th>Problem</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching load not effective for teaching</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Lateness</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Lack of textbooks, reference materials &amp; facilities</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Noise making</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Stealing</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Drug abuse (smoking &amp; drinking)</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Lack of seriousness (self motivation)</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Lack of funds for tutors</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Out of the twenty teachers who responded to the questionnaire, 19% felt that they had a high teaching load that is not conducive to effective teaching. This was the highest percentage. The table above indicates that teachers face a lot of problems in schools. If the teachers can admit to having problems then it is a confirmation of the problems faced by the headteachers. If many teachers have a high working load then it means there is a problem of staffing. The TSC should look into it.

The second problem faced by the teachers is absenteeism of students. The schools being mixed day schools, the problem is rampant. 17% of the teachers admitted this problem and said that the reason is lack of seriousness by the students and the parents. The teachers indicated that students are sent home for fees and the parents keep them home instead of sending them back immediately.

Lateness as a problem was cited by 16% of the respondents. Coming to school late is an indication of lack of seriousness by the students. It is also a sign of indiscipline. In fact, many teachers also mentioned lack of discipline though in a general way.
Lack of textbooks, reference books, teaching and learning facilities were also cited as problems by 16% of the respondents. In fact, the teachers said this was a very serious problem in some schools that affects the performance of the students in the national examinations. This problem enables us to understand the headteachers' problem of lack of funds. Most schools have problems because the headteacher does not have enough funds to buy required materials or facilities.

Another problem faced by day schools that should not go unmentioned is drug abuse. This problem formed 5% of all the problems. The teachers said that since the schools were day, students got an opportunity every evening to go to the village and drink.

The above problem as seen by the teachers confirms that there are problems in schools. The headteachers therefore have a lot to contend with.

4.11 Students' Responses to Problems They Face in Schools

This section was to find out the students' opinions on the running of the schools. They were asked to mention some of
the problems they see in schools. Their responses confirm that headteachers indeed have many problems to deal with in schools.

Table IV. 22: Problems Faced By Students in Schools

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of enough teachers</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>Lack of enough facilities</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Teachers missing classes</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Teachers drinking</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Bad community relations</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Drug abuse by students</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Harassment from teachers</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Poor sanitary facilities(toilets)</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Immorality (pregnancy)</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Bad relationship between the headteacher and the teachers</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The major problem faced by the students is the lack of enough teachers. Majority of students complained that they do not have enough teachers. This response formed 23%. 20% cited lack of facilities. This was another major problem. The facilities they were missing ranged from textbooks,
reference books, classrooms, toilets to laboratories and libraries; others even cited games facilities and desks.

Another problem the students faced was of bad community relations. The students said there was bad relationship between the headteacher and the community. That made the community members to be hostile to the school and even students. This confirmed that some headteachers indeed had problems with the community.

Another problem cited was of teachers missing classes and not being serious with their work. The students felt that they missed classes. Others even cited that there was bad relationship between the headteacher and the teachers. This was an indication that the teachers were not being treated well by the headteacher so there was low morale on the part of the teachers. They also cited drinking in teachers. This is an indication of problems. They even said that teachers harass students so there are no good relations within the school. All the above can cause a headteacher to have problems in other areas and a school cannot perform well if the people in the school do not live in harmony.
Drug abuse by students was also cited as a problem. This is an indication of lack of discipline in the school. This can be a serious problem for the headteacher.

So from the responses of the students, we confirm that there are problems in schools. It then confirms that headteachers indeed have many problems to deal with in schools.

4.12 Special Problems

From the responses of the PTA and BOG chairmen, the teachers and students' few problems were noted that need to be emphasized. The researcher observed that a few schools experienced some specific type of problems which hindered progress in the school. Such schools therefore lagged behind in everything. They had poor buildings and were generally known for lack of permanent leadership. These problems are listed below and discussed in some detail in the following section

i) Leadership differences

ii) Lack of community support

iii) Poor fees payment

iv) Inferior facilities.
v) Conflict between the Parents Association and governing body.

vi) Supervision of instruction

4.12.1 Leadership Differences

In some schools, there was serious leadership differences. Some respondents seriously condemned the disgruntled elements within the school community who were bent on destroying the good work of others by spreading malicious talks against the headteachers. This inevitably resulted in divisions and therefore lack of co-operation from the community. In one school, the headteacher pointed out that he had been rejected in another nearby school because it was argued by local leaders that he did not come from the immediate school community and there was another school he could head near his home. All this was done tactfully so that after being subjected to a lot of frustration and lack of co-operation from the community particularly the PTA, the headteacher would finally ask for a transfer to another school.

On top of that, the respondents said that some agitators went as far as creating disunity among the staff members,
deliberately to make it difficult for the headteacher to run the school effectively.

It was also reported that others would try to tarnish the headteachers’ name to further discredit him and facilitate his withdrawal from the school. Under such circumstances, it became very difficult for the headteacher to effectively run the school, for unless the community gives full support to him, it is extremely impossible for him to run the school effectively no matter how qualified or experienced he may be.

4.12.2 Lack of Community Support

It is reported that it is from the community that the finances to run the school have to come from, a necessity without which the school cannot function satisfactorily to fulfill all its purposes. It is an undisputable fact that the school community co-operation plays a major role in the entire running of the secondary schools in Kenya.

4.12.3 Fees Payer Payment

The school community is made up of all kinds of people i.e. local leaders like chiefs councilors, members of parliament and religious leaders to name but a few. The parents’
association also consists of important members of the community.

The running of the school can be adversely affected if the community is divided into various camps, be it on religious, political or social grounds. For this reason, therefore, it is imperative that the community members join hands and forget their religious or political differences for the schools to develop.

The headteachers contended that it should be the duty of the leaders in the community to ensure that the headteacher receives the total cooperation and support he requires so that he will feel that he is accepted and belongs to the community. Once this is created, the headteacher will be in a position to run the school effectively so that all the purposes and aims for which the school was established are fulfilled.

4.12.3 Poor Fees Payment

This problem of poor fees payment was cited by almost every respondent. They felt that lack of paying fees caused financial problems in schools. This simply means the
headteachers could not make ends meet without finances. He could not be able to complete projects or buy required facilities. These facilities are required for students to be taught well and considering the demand for good results, it becomes unfortunate that the parents who do not pay the fees are the cause of the poor results indirectly.

The headteachers said the parents complain of hard economic times. This is not disputable but the schools must run. They cannot close because the economy is poor.

4.12.4 Inferior Facilities

Most schools in the research had pathetic facilities, beginning with the basic classrooms, there were schools with very small classes and in very poor state of repair. They had never been painted since they were constructed. This gives a school a poor image and the students in it do not feel very proud. Some schools had only one laboratory. This meant that students did not hold practical classes in the laboratory. Some schools did not have equipment or chemicals in those laboratories. One wonders what the use of the laboratory was.
Some schools had very poor types of desks. They were actually meant for the primary school. A secondary school pupil should ideally have a chair and desk where he can put his books. But this was not the case. The headteachers said the parents had been unable to contribute enough money to buy decent chairs and desks.

The sanitary situation in most schools was also very bad. The pit latrines used in most schools were poorly built, some permanent and full or almost full. They needed to be drained. This situation of poor facilities left one, with a poor impression of the schools and wonders what kind of students graduate from these schools.

**4.12.5 Conflict Between the PTA and the Governing Body**

A number of headteachers expressed dissatisfaction with the existence of the PTA and the BOG. They said that the two bodies were not working in harmony in some schools. They were not working for the progress of the schools. In some schools, it was pointed out that there was a serious conflict between these two groups, as each of them wanted supremacy over the school. This, according to many respondents, resulted in a gradual retardation of the school
as no agreement was reached by conflicting bodies. Each group wanted to have a bigger say over the running of the school and to appear more responsible. Where such conflicts existed, raising of funds to finance any school project was almost impossible. One group tried to frustrate the other's efforts. In such situations, it is exceedingly difficulty for a headteacher to run the school and particularly very difficult to raise the necessary funds to finance any school programme. The duties and roles of each group need to be clearly spelt out.

4.12.6 Supervision of Instruction

Supervision of instruction is a problem that constitutes a great challenge for majority of headteachers in their schools. This problem was deemed big because of a variety of reasons. Majority of headteachers said they were so overloaded with work which was particularly administrative. Other headteachers also taught lessons in classes. This did not give them enough time to engage in supervision of teachers in their classes. Other respondents felt that the problem was brought about by lack of co-operation from the staff members. The graduate teachers felt that they...
could not be supervised by their headteacher who was a diploma holder.

4.12.7 Summary of the Findings

The findings of the present study can be summarized as follows.

1. According to the headteachers, the lack of finance constituted the major problem. There was generally a scarcity of funds. The parents complained about the poor economy and ended up not paying fees. They also ended up not contributing or co-operating in any worthwhile fundraising exercise. The schools therefore continued having serious financial problems.

2. Supervision of instruction was another major problem experienced by headteachers. This was a problem which was faced by all the headteachers regardless of their professional or academic qualification. The lack of co-operation from the teachers was a serious problem that could destabilize a school. And headteachers said their myriad duties gave them little time to do actual class supervision.
3. Staff personnel was another serious problem experienced by all headteachers. The cause is non-posting of teachers by the TSC. The other problem involved teachers who lacked commitment to their work. The majority of the teaching staff today is a demoralized staff. This becomes a problem for the headteacher because such demoralized teachers tend to have a don't care attitude therefore difficult to manage.

4. Parents who are illiterate and do not understand values of a school form another problem that the headteacher has to contend with. These parents do not see any value or need for education. Not only do they give practical help to their children when asked to, but also fail to turn up for PTA meetings or disciplinary meetings.

5. Some schools also experience very unique problems e.g.
   a) Some communities are hostile to the headteachers who do not come from their own communities, hence they replace him with the one they want (a son of the soil).
b) Some schools have the PTA and BOG conflicting to take supremacy. This leads to projects stalling therefore the school suffers.

c) Poor fees payment leading to inferior facilities in some schools. This is caused by the community being uncooperative and refusing to pay any money to the school. On the other hand, the economy is bad and little money is going round. The schools need money seriously if they are to improve.

6. In curriculum and instruction, it was found that inspectors hardly inspect schools. This makes teachers to relax.

7. Physical facilities were not enough in most schools. They were in short supply, parents were not cooperative in paying fees and contributing to harambee projects.
5.1 SUMMARY

The major purposes of this research project was to find out administrative problems faced by secondary school headteachers in Kiamokama Division of Kisii District. The opinions of 10 headteachers, 20 teachers, 20 students and 10 BOG and PTA chairmen was sought and obtained through questionnaires and interviews. All together, the researcher received 70 responses from each school which added up to 70 responses.

The study also reviewed literature related to the subject area. Some of the administrative roles, duties and responsibilities of the headteachers were highlighted in chapter II.

Chapter 3 dealt with the design and methodology of the study. It showed the sample, the research tools, their construction and structure and how they were administered.
Chapter four presented the analysis of data. The data were analyzed and presented in tables of frequency distributions and percentages. The problems facing headteachers were analyzed according to the administrative areas of the headteachers. Responses from the respondents showed the various types of problems faced by the headteachers.

5.2 Conclusion

This study has enabled the researcher to arrive at certain conclusions about the problems the headteachers face in administering their schools.

The most serious problems facing headteachers are in the area of finance, supervision, leadership and managing conflicts between the PTA and BOG committees. Other problems include discipline of teachers and students especially with the ban of the cane. Though the problem that gives headteachers most headache is where and how to get finances to run their schools. This is particularly because the parents who are supposed to finance school projects have failed to meet the high financial demands made on them. Obtaining adequate equipment and supply of
teaching and learning materials becomes a serious problem too.

That headteachers face many problems in running their schools is very obvious and cannot be overemphasized. The study indicates that problems differ from school to school depending on such factors as school tradition, school community and environment; relationship between the PTA and BOG.

Although the qualifications of the headteachers differed they still faced the same problems, it did not follow that the highly qualified headteachers experience fewer problems in comparison to those who were not highly qualified. For example problems concerning finances, the staff personnel, discipline of pupils, school-community relations, and supervision of instruction were experienced by all the headteachers irrespective of their age, or their qualifications. This does not mean that the problems experienced by headteachers are all external to the headteacher. If he is incompetent, inefficient and ineffective, he can be a contributing factor to the problems experienced
in his school. This can hamper the schools' growth and development.

This therefore calls for a school headteacher to be a well-trained and competent person. The headteacher should be able to deal with problems as they come, suggesting means and ways of overcoming them. He needs a lot of cooperation if he has to succeed.

5.3 Recommendations

On the basis of the data collected and analysed, the researcher recommends the following.

1. There is real need to educate parents on their role in a school and the role of a school. One way of doing this is by holding open days for parents and teachers in promoting the welfare of their children, if they have to follow their progress in school and contribute towards it, then it requires them to be informed so that they can team up with teachers in the total education of their children.

2. The communities should be compelled to find ways of providing the schools with required facilities. If this is
not possible, the government should look for alternative ways of funding the schools if the schools are to be financially stable to provide quality education.

3. The ministry should look for ways of providing headteachers with knowledge through inservice courses and seminars. The headteachers need to know how to handle instructional supervision which most of them do not do. Teachers need to be supervised if the performance of the schools is to be improved.

4. There is need for regular meetings to be held for headteachers where they can meet and discuss problems. They can exchange views on how they can solve some of the problems. At the same time, guidance and advice can be given to them by their superiors.

5. The roles and duties of the PTA and BOG should be clearly spelt out to ensure smooth running of the school. Lack of understanding of the responsibilities of these two groups creates unnecessary difficulties for the headteachers.
6. That the appointment of headteachers is a very serious problem which should not be entrusted to individuals. The headteachers should be appointed on merit and be subjected to interviews before being appointed.

7. That the post of the headteacher should be recognized and be appreciated given what the headteacher has to face during his duties. For that reason, an allowance should be given which is not being done.

5.4 Suggestions for further Research.

This study has handled problems facing headteachers. This is only one aspect of secondary schools. There are many other aspects of secondary schools that require further research e.g.

5.41 A study to find out if headteachers in the urban areas face the same problems in their administrative duties in schools.

5.42 A study be done to find out why there are very few female headteachers and whether problems faced by female headteachers are the same as those faced by male headteachers.
5.43 A study can be done to establish whether there is any correlation between a headteacher’s academic qualifications and his effectiveness as an administrator.

5.44 A research similar to the one done can be carried out to cover the whole district or the whole country to enable for generalized conclusions.
BIBLIOGRAPHY


Daily Nation, April 19th 1982, Nairobi.


Odali, E.N. "A Survey of Current Administrative Problems of Primary School Headteachers in Hamisi Division of Kakamega District". MED (PTE) Keyatta University, 1984.


Headteachers Questionnaire

This questionnaire is meant to obtain information for use by the researcher.

Answer all the questions

The information in this questionnaire will be treated with strict confidence. Do not indicate your name anywhere on the questionnaire.

SECTION ONE.

This section is designed to gather general information about yourself and the school please indicate your answer by ticking or filling in the correct answer in the given places.

1. Indicate your sex (i) male
   (ii) female

2. Academic qualifications
   (i) MA/MSC/MED
   (ii) BA/BSC/BED
   (iii) UT graduate
   (iv) ATS
   (v) SI
   (vi) Any other (specify)________________________
3. Your experience as: No of years.
   (i) Assistant teacher
   (ii) Deputy headteacher
   (iii) Headteacher

4. Student enrolment.
   (1) Boys
   (2) Girls
   (3) Total

5. Category of school. Tick appropriately
   (i) Day
   (ii) Boarding
   (iii) Mixed boarding/day
   (iv) Private/public

6. Size of school (tick)
   (i) Single stream
   (ii) Double stream
   (iii) Triple stream
   (iv) Four stream

SECTION TWO

Administrative Problems.

7. Indicate the number of non-teaching staff
   (i) Male
8. List in order of frequency the type of problems you encounter with the non-teaching staff.

(i)  
(ii)  
(iii)  
(iv)  
(v)   

9. Teaching staff

(i)  Male  
(ii)  Female  
(iii)  Total  

10. Briefly list the common problems you encounter with your teaching staff.

(i)  
(ii)  
(iii)  
(iv)  
(v)   

11. Do you have enough teachers? Yes/No

12. If not what subjects lack teachers?

<table>
<thead>
<tr>
<th>Subject</th>
<th>no of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td></td>
</tr>
</tbody>
</table>
13. Do you have problems between teachers and students of opposite sex in your school? Yes/No.

14. If yes, what kind of problems are they?

(i) 

(ii) 

(iii) 

(iv) 

(v) 

15. Indicate the kind of problems you encounter if any from the following education offices/officers.

(a) DEO

(i) 

(ii) 

(iii) 

(b) PDE

(i) 

(ii) 

(iii) 

(c) Ministry of Education.

(i)
SECTION THREE

Curriculum and Instruction

16. Do you carry out classroom teaching? Yes/No

17. Do you supervise teachers teaching? Yes/No

18. If so, what kind of problems do you notice when you observe them teaching?

(i) 

(ii) 

(iii) 

19. (a) What extra curricular activities does the school engage in?

(i) 

(ii) 

(iii) 

(iv) 

(v) 

(b) What problems hinder these extra curriculum activities?

(i) 

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SECTION FOUR

Pupils Discipline

20. What are the common discipline problems students get involved in?

(i) 

(ii) 

(iii) 

(iv) 

(v) 

21. Suggest causes of these problems

(i) 

(ii) 

(iii) 

(iv) 

(v) 

22. Are there enough games facilities? Yes/No

23. If no, what is lacking?

(i) 

(ii)
24. How do you assess the student's academic progress?

25. What problems do you and the teaching staff face in assessing the academic progress of your students.

(i)

(ii)

(iii)

(iv)

SECTION FIVE

Physical Facilities.

26. Does your school have enough physical facilities like, classes, halls, laboratories, library dining etc.? Yes/No

27. If not, which ones are lacking?

(i)

(ii)

(iii)

(iv)

28. Why do you think these facilities are lacking?

(i)

(ii)

(iii)
29. Do you encounter water, power and fuel problems in the school? Yes/no

30. If yes, state which and why?

31. What communication problems does the school have i.e telephone, roads, means of transport etc?

   (i) 

   (ii) 

   (iii) 

32. What are the effects of these communication problems to the school?

   (i) 

   (ii) 

**SECTION SIX**

*School Community Relations*

33. Does the school interact with the community? Yes/No

34. State any problems between the school and the community

   (1) 

   (2) 

35. Are politicians interested in the school and in which way?
36. Incase you have a religious sponsors, what influence do they have on the school?

(i)  

(ii)  

(iii)  

37. Do you face problems with the PTA/BOG? Yes/no

38. If so, what are some of these problems?

(i)  

(ii)  

(iii)  

(iv)  

SECTION SEVEN

Finance and Business Management

39. State the sources of funds for the school.

(i)  

(ii)  

(iii)  

(iv)  

40. Can you say your school has enough funds?
41. If not, what are the reasons?
   (i) ______________________________________________________
   (ii) ______________________________________________________
   (iii) ______________________________________________________
   (iv) ______________________________________________________

42. What are the major problems caused by lack of funds?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

Teaching load.

4. What is your teaching load?

5. What is the average teaching load in the school?

6. Is your teaching load suitable for effective teaching?

7. How many periods do you prefer to have per week?

8. Briefly give the problems you encounter at teaching in the school.
APPENDIX B.

Teachers Questionnaire

School Administration.

1. Do you like the way the school is run? Yes/No

2. If no, what policies don’t you like? Briefly explain

3. Do teachers participate in running the school? If so, in which way? Explain

Teaching Staff

4. What is your teaching load?

5. What is the average teaching load in the school?

6. Is your teaching load suitable for effective teaching. Yes/No

7. How many periods do you prefer to have per week?

8. Briefly give the problems you experience in teaching in the school.

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Discipline Problems

9. What are the common discipline problems you encounter in your students?

(1) 

(2) 

(3) 

(4) 

10. What do you think are the causes of these problems

(1) 

(2) 

(3) 

School Facilities

11. Do you have enough text books in the school? Yes/No

12. What other facilities are missing in the school?

(1) 

(2) 

(3) 

(4) 

(5)
Community Relations

13. What is the relationship between the school and the community around the school? Tick whichever is appropriate

- Good
- Fair
- Bad

14. What effect does it have on running the school? Explain

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

15. Do the local politicians contribute positively or negatively towards the school development?

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

Finance

16. What effect does this contribution have on the school?

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

17. What are the major sources of funds in the school?

(1)_______________________________________________________
(2)_______________________________________________________
(3)_______________________________________________________
18. Does the school experience financial problems Yes/No

19. If yes, what are some of these problems?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

enough teachers in school?

Yes
No

if so, which subjects do you have enough teachers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What problems do you encounter with your teachers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Do you feel comfortable while learning in the school?

________________________________________________________________________
________________________________________________________________________
APPENDIX C

Students' questionnaire

1. Do you have any problem with your headteacher? Yes/No

2. If yes, what are some of these problems?
   (i) ____________________________________________
   (ii) ____________________________________________
   (iii) ____________________________________________
   (iv) ____________________________________________
   (v) ____________________________________________

3. Do you have enough teachers in school?
   Yes
   No

4. If no, which subjects don’t you have enough teachers?
   (i) ____________________________________________
   (ii) ____________________________________________
   (iii) ____________________________________________

5. What problems do you encounter with your teachers?
   (i) ____________________________________________
   (ii) ____________________________________________
   (iii) ____________________________________________

6. Do you feel comfortable while learning in the school?
   Yes
   No
7. If not so what problems make you not feel comfortable?
   (i) __________________________________________
   (ii) __________________________________________
   (iii) __________________________________________
   (iv) __________________________________________

8. Indicate the level of discipline of your fellow students:
   Good __________
   Fair __________
   Bad __________

9. What are some of the indiscipline problems in your school?
   (i) __________________________________________
   (ii) __________________________________________
   (iii) __________________________________________
   (iv) __________________________________________

10. What do you think causes the above problems.
    (i) __________________________________________
    (ii) __________________________________________
    (iii) __________________________________________
    (iv) __________________________________________

11. Do you have enough facilities in the school? Yes/No

12. If no which ones do you consider very necessary but are missing?
13. What is the relationship between the headteacher and the teachers

Good

Fair

Bad

14. What is the relationship between the headteacher and the people around the school

Good

Fair

Bad
Interview Format for Headteachers

1. What is the structure of administration in your school?

2. Do you think the structure as it is, is effective? (probe)

3. Financial
   (i) What are the main sources of your school funds?

   (ii) Is finance a major problem in your school? Explain

   (iii) How do you cope when you have no funds?
4. Facilities.

(i) Does the school have enough facilities

(ii) What facilities if lacking are likely to affect the school.

(iii) What do you do about these facilities

(iv) What assistance do you get from the following

(1) Government

(2) Community

(3) Any others

5. Teaching staff

(i) Does your school have enough teachers.

(ii) What subjects do not have enough teachers, what is the cause.

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(iii) Do you face any problems from your teaching staff, what are they?


6. Discipline

(i) Could you consider your students disciplined or not disciplined.


(ii) What type of disciplinary problems do you find in the school?


(iii) What do you think is the cause of these problems?


7. Community.

(i) Is there any interaction between the school and the community?


(ii) What effect does it have on the running of the school.


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(iii) Are politicians interested in the school and what contributions have they made?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(iv) Who else assists the school?

________________________________________________________________________
APPENDIX E

Interview Schedule For PTA/BOG Chairmen

1. What is your sex? Male  
   Female

2. Indicate your academic qualifications.

   (i) Ph.D  
   (ii) MA/MSC/MED  
   (iii) BA/BSC/BED  
   (iv) DIP IN ED  
   (v) O Level  
   (vi) Any other

3. For how long have you been the chairman?

4. Do you like the way the school is run? State what you like and what you do not like.
5. What is your relationship with the headteacher?


6. What common discipline problems do you discuss during meetings?


7. What do you think are the causes of these problems?


8. What other problems do you solve which are related to the following areas?

   (i) Internal organization and administration

   (ii) Teaching staff

   (iii) Non-teaching staff
9. Does the school have enough physical facilities?

10. If not what does the school intend to do?

11. What other serious problems does the school face?

12. What is the teachers and parents' response towards the contribution of money for development-projects in the school?

13. In what ways has the community assisted the school?
14. Are there any projects completed or nearly completed by the parents in the school?

15. Is there contribution being made by the parents to the school? Is it adequate or too small?

16. Do you consider your PTA/BOG committee strong?

17. How often do you hold meetings?

18. Does the school have a bank account?

19. Who decides on how the school money should be used?

20. Does the school keep proper accounting records?